

PRESIDENT'S REPORT  
*and*  
CATALOGUE *of* PUPILS

GIRARD COLLEGE  
*The CITY OF PHILADELPHIA, Trustee*

FOR THE YEAR 1925



# BOARD OF DIRECTORS OF CITY TRUSTS

1926

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**PHILADELPHIA**

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**STATED MEETINGS ON THE SECOND WEDNESDAY OF EACH MONTH**  
**AT 3.00 P. M.**

# GIRARD COLLEGE COMMITTEES

1926

## HOUSEHOLD

WILLIAM POTTER, Chairman

SAMUEL BELL, JR.

SYDNEY E. HUTCHINSON

FRANCIS SHUNK BROWN

SAMUEL D. LIT

HOBART A. HARE

MURTHA P. QUINN

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## INSTRUCTION

OWEN J. ROBERTS, Chairman

THOMAS S. GATES

WILLIAM POTTER

SAMUEL D. LIT

THE MAYOR

WILLIAM L. NEVIN

PRES. CITY COUNCIL

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## ADMISSION, DISCIPLINE AND DISCHARGE

WILLIAM H. KINGSLEY, Chairman

SAMUEL BELL, JR.

WILLIAM L. NEVIN

FRANCIS SHUNK BROWN

THE MAYOR

HOBART A. HARE

PRES. CITY COUNCIL

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## STATED MEETINGS OF COMMITTEES

### AT GIRARD COLLEGE

Fridays preceding second Wednesdays :

HOUSEHOLD—2 P. M.

INSTRUCTION—2.45 P. M.

ADMISSION, DISCIPLINE AND DISCHARGE—

3.15 P. M.

# OFFICERS OF GIRARD COLLEGE

January 1, 1926

## PRESIDENT

CHEESMAN A. HERRICK, Ph.D., LL.D.

## VICE-PRESIDENT

JOSEPH M. JAMESON, Ph.B., Ph.D.

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## FACULTY AND TEACHERS

### HIGH SCHOOL

D. MONFORT MELCHIOR, A.B., A.M.,

Supervisor of High School Instruction, Head of Dep't and Professor of Social Science

C. ADDISON WILLIS, M.E., A.M.,  
Head of Department and Professor of  
Mathematics

GEORGE C. FOUST, A.B., A.M.,  
Head of Department and Professor of  
English

R. FOSTER STEVENS, A.B., A.M.,  
Head of Department of Science and  
Professor of Physics

JOHN W. LEYDON, A.B., A.M.,  
Head of Department and Professor of  
Romance Languages

MISS KATHERINE K. HOBBS, A.M.,  
Teacher of English

DAVID A. McILHATTEN, A.B.,  
Teacher of Mathematics

MORRIS WOLF, B.A., M.A., Ph.D.,  
Teacher of History

BRUCE A. CAREY,  
Director of Vocal Music

MISS MARY E. ROBB,  
Teacher of English

MISS ANNIE DEAN SWIFT,  
Teacher of History and Vocal Music

MISS CHARLOTTE A. RAGOTZKY,  
Teacher of Mathematics

MISS LOUISE G. SIGMUND,  
Teacher of Geography

PERCY E. MILLER, B.S., A.M.,  
Teacher of Science

SHOWELL C. DENNIS, B.S., M.S.,  
Teacher of Science

RALPH H. WARE, A.B., M.A.,  
Teacher of English

KENNETH T. WEBBER, B.S.,  
Teacher of English

MALCOLM G. WRIGHT, A.B.,  
Teacher of French

MISS KATHLEEN MORRIS, A.B.,  
Teacher of French

JOHN M. PRESSON, B.S., M.A.,  
Teacher of Biology

MISS ESTHER SWIGART, A.B.,  
Teacher of History

HENRY V. ANDREWS, A.B.,  
Teacher of Expression

J. S. F. RUTHRAUFF, A.B., M.A.,  
Teacher of History

JAMES B. MacDERMOTT,  
Teacher of Mathematics

THOMAS B. McCLOUD, A.B.,  
Teacher of Mathematics

ALBERT H. SCHOELL, B.S.,  
Teacher of Mathematics

NORMAN JONES, B.S.,  
Teacher of English

EDWIN T. UNDERCUFFLER, M.A.,  
Teacher of Mathematics

KARL W. JOHNSON, B.S.,  
Teacher of History

H. EMORY WAGNER, A.B., A.M.,  
Teacher of History

### COMMERCIAL DEPARTMENT

CHARLES E. BOWMAN, B.B.A.,  
Head of Department and Teacher of  
Bookkeeping, Commercial Law and  
Industries

RALPH A. JARRARD, B.C.S.,  
Teacher of Typewriting and Office  
Practice

CHARLES T. BARDSLEY,  
Teacher of Shorthand and Salesman-  
ship

DAVID A. McILHATTEN, A.B.,  
Teacher of Commercial Arithmetic

MISS LOUISE G. SIGMUND,  
Teacher of Commercial Geography

RALPH W. MARCH, B.C.S.,  
Teacher of Commercial Studies

## MECHANICAL SCHOOL

OWEN D. EVANS, A.B., A.M., Superintendent

JOSEPH G. SIMCOCK,  
Instructor in Blacksmithing

DANIEL FINK,  
Instructor in Carpentry

HENRY SCHREINER,  
Instructor in Foundry

JACOB MARTIN,  
Instructor in Applied Electricity

GEORGE R. STROHM,  
Instructor in Woodwork and Pattern  
Making

CLYDE I. MARTIN, B.S.,  
Teacher of Intermediate High School  
Class

BENJAMIN F. ZIMMERMAN,  
Instructor in Machine Shop Practice

R. ELLINGER BLITHE,  
Instructor in Mechanical Drawing

CHARLES M. COOPER,  
Instructor in Printing

E. HAYDON PEREIRA,  
Instructor in Trade Drawing

WILLIAM C. DUNLAP, B.S.,  
Teacher of Elementary Industrial Class

BENJAMIN BRAIM,  
Assistant Instructor in Foundry

GEORGE A. HANSEN,  
Assistant Instructor in Machine Shop

WILLIAM C. ELDRIDGE,  
Assistant Instructor in Printing

J. HOLLAND HECK, A.B., E.E.,  
Assistant Instructor in Applied Elec-  
tricity

GEORGE J. CLINE,  
Assistant Instructor in Painting and  
Finishing

WILLIAM E. FOCHT,  
Substitute Instructor in Blacksmithing

EARL MORROW,  
Assistant Instructor in Auto-Mechanics

MARTIN H. ROTAN,  
Assistant Instructor in Pattern Making

## TEACHERS OF SPECIAL SUBJECTS

ROBERT M. BROOKFIELD,  
Colonel 111th Infantry, Professor of  
Military Science and Tactics

RALPH L. JOHNSON, M.A., SeD.,  
Mental Examiner and Teacher of  
Special Class

GEORGE O. FREY,  
Instructor of Band

HARRY CLAY BANKS, Jr.,  
Organist and Teacher of Piano

EARL PFOUTS,  
Teacher of Violin

MISS EDITH BRÉGY,  
Teacher of Art

MRS. MARY SUMMERS STEEL,  
Teacher of Speech Class

EDWARD B. CULLEN,  
Assistant Instructor of Band

## ELEMENTARY SCHOOLS

HAROLD BARNES, A.B., A.M.,  
Supervising Principal

MISS ETHEL A. SIPPLE,  
Relieving Teacher and Assistant Su-  
pervisor, Grammar School

BRUCE A. CAREY,  
Director of Vocal Music

MISS CAROLINE RUTH NORTH,  
Supervisor of Art Education

MISS A. ELIZABETH SUPLEE,  
Relieving Teacher and Assistant Su-  
pervisor, Primary School

OWEN D. EVANS, A.B., A.M.,  
Director of Sloyd

ERNEST LINDBLAD,  
JOHN F. BARRETT,  
HOWARD CONKLIN,  
Instructors in Sloyd

## ELEMENTARY SCHOOL TEACHERS

MISS JANE PEOPLES  
MISS MARY PEOPLES  
MISS KATHERINE L. MORGAN  
MISS KATHERINE S. PAUL  
MISS MARY E. TEMPLIN  
MISS ROBERTA H. HOBBS  
MISS SOPHIE R. WORTHINGTON  
MISS ALICE B. RAGOTZKY  
MISS LAURA C. ESHLEMAN  
MISS ADA R. TAYLOR  
MISS ELIZABETH A. WIDDICOMBE  
MRS. SARA B. WEILER  
MRS. MARY P. WARDLE  
MISS SARA J. RAMSEY

MISS MARY J. McFARLAND  
MISS LORETTA McCORMICK  
MISS MILDRED SCHWAB  
MISS KATHRYN V. LEMMO  
MISS ISABEL C. BROWN  
MISS EMMA KEECH  
MISS MILDRED S. BENNERS  
MISS BEATRICE BUTT  
MISS KATHRYN J. GLEASON  
MRS. EVELYN SMITH WILHELM  
MISS ETHEL M. DUNCAN  
MISS EDNA M. ELLIOTT  
MISS LENA MAY HIBLER  
MISS EDNA B. NOBLE

## HOUSEHOLD

### **SUPERINTENDENT OF HOUSEHOLD**

JOSEPH A. DAVIS, A.B., A.M.

### **SUPERVISOR OF PLAYGROUNDS AND RECREATION**

WILLIAM C. SPARKS, A.B.

### **SENIOR PLAYGROUND AND RECREATION TEACHER**

ARCHIBALD RALSTON

### **TEACHER OF CORRECTIVE GYMNASTICS**

WILLIAM C. SCHMIDT

### **PLAYGROUND AND RECREATION TEACHERS**

WILLIAM E. BERNARD, Jr.,

Swimming Instructor

WALTER E. HAWKINS

ALFORD G. OTTO

Coach

BYRON S. WALTON,

Gymnasium Instructor

BENJAMIN F. SEVERY

JOHN A. SMALL

EDGAR T. STEPHENS

MICHAEL B. GROFF

### **SUPERVISORS OF INDUSTRIAL ACTIVITIES**

LINFORD H. MOYER

JOHN HAMILTON

LAURIS R. WILSON

### **SENIOR HOUSEMASTERS**

RICHARD J. GUSTIN

IRVING G. FERRIS

E. RECTOR LAWRENCE, A.B., B.S.

DABNEY C. FITZHUGH

ALLEN W. CATES, A.B.

PAUL L. ROBISON, B.S.

### **HOUSEMASTERS**

WILLIAM H. HAGER

JAMES B. MACDERMOTT

THOMAS W. FERGUSON

WILLIAM E. NEILL

FRANCIS F. SHOEMAKER

JOHN G. ROBERTS, Jr.

NORMAN JONES, B.S.

J. S. F. RUTHRAUFF, A.B., M.A.

DAVID HOLMES, B.S.

THOMAS B. McCLOUD, A.B.

HAROLD WARE, A.B.

FRANCIS L. ZIMMERMAN

KARL W. JOHNSON, B.S.

WILLIAM L. CAMPBELL

VINCENT L. NETTLETON

EDWIN T. UNDERCUFFLER, M.A.

MALCOLM J. NICHOLSON

A. STERLING KING

### **GOVERNESSES**

MISS ELIZABETH C. DARE

MISS MARY S. CHANCE

MISS JANE M. SUPPLEE

MRS. ELIZABETH H. WILT

MISS D. LACEA KIRKPATRICK

MISS IRENE MALLAMS

MRS. CHARLOTTE DONAGHY

MISS NETTIE MARKWARD

MISS PEARLE AMES

MISS DELLA M. ADAMS

MISS MINERVA R. SAUNDERS

MISS MABEL NEWCOMER

MISS RUTH C. SEIGLE

MISS BELLE FRYER

MISS CHRISTINE K. MININGER

MISS HERNADETTE HANNAN

MISS CLARA T. MAGEE

MISS MARGARET B. LAPSLEY

MISS LYDIA CALVERT

MISS MILDRED SHERRILL

MISS SEMARIS BARTON

MISS MARY E. CATES

MISS FRANCES MARKS FRITCHEY

MISS GLADYS D. RUSSELL,

Substitute

## GROUNDS, BUILDINGS AND PURCHASING

### **STEWARD**

FRANK O. ZESINGER

### **ASSISTANT STEWARD**

WILLIAM JAMISON

### **CHIEF ENGINEER**

ROBERT T. ANDERSON, B.S., E.E.

### **HEAD GARDENER**

FRANK D. POTTER, B.S.

## DEPARTMENT OF DOMESTIC ECONOMY

**SUPERINTENDENT**  
ERNEST CUNNINGHAM

**DIETITIAN**  
MISS SARA CLARK

**SUPERVISORS OF DOMESTIC ECONOMY**  
MISS LOUISA LAU

MISS ANNA M. CRAFT

**ASS'T SUPERVISORS OF DOMESTIC ECONOMY**  
MISS ELLEN S. BOYD

MISS ELIZABETH McMICKING

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## DEPARTMENT OF HEALTH

**VISITING PHYSICIAN**  
THOMAS McCRAE, M.D.

**PHYSICIAN**  
FRANK L. GREENEWALT, M.D.

**ASSISTANT PHYSICIAN**  
ERNEST G. MAIER, M.D.

**OPHTHALMOLOGIST**  
CHARLES R. HEED, M.D.

**CHIEF OF NOSE, THROAT AND EAR DEPARTMENT**  
NATHAN P. STAUFFER, M.D.

**CONSULTING SURGEONS**  
S. McCUEN SMITH, M.D.  
CHARLES F. NASSAU, M.D.

EDWARD J. KLOPP, M.D.

**HEAD NURSE**  
MISS OLIVE BROWN

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## DEPARTMENT OF DENTISTRY

**CHIEF OF DEPARTMENT**  
SAMUEL P. CAMERON, D.D.S.

**ASSISTANT TO DENTIST-IN-CHIEF**  
EDWARD RALPH COLEMAN, D.D.S.

**DENTISTS**  
ELLSWORTH McMULLEN, D.D.S.      WILLIAM R. STAATS, D.D.S.  
EDUARDE F. STAPLES, D.D.S.

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## DEPARTMENT OF ADMISSION AND DISCHARGE

**SUPERINTENDENT**  
FRANK D. WITHERBEE

**ASSISTANT SUPERINTENDENT**  
JAMES NORMAN STEPHENS

**ASSISTANT TO SUPERINTENDENT**  
MISS EDA S. HAYWOOD

**FIELD AGENT**  
MISS DOROTHY M. SHELMIER, B.S.

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## LIBRARY

**LIBRARIAN**  
MISS MILDRED H. POPE, B.L.

**CHILDREN'S LIBRARIAN**  
MRS. ULA W. ECHOLS

**ASSISTANT LIBRARIANS**  
MISS MARY MECUTCHEN  
MISS ELIZABETH B. WHITAKER  
MISS HELEN SQUIRES

**SECRETARY TO THE PRESIDENT**  
JOHN C. DONECKER

**SECRETARY TO THE VICE-PRESIDENT**  
MISS H. BERYL INGRAM



# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1925

Girard College, December 31, 1925.

*Board of Directors of City Trusts,*

GENTLEMEN:

In the introduction to the section of his Will in which provision was made for Girard College the Founder said that he had been for a long time impressed with the importance of education and of placing men above the temptations to which they otherwise might be exposed, by the early cultivation of their minds and the development of their moral principles. The Scotch philosopher, Thomas Carlyle, Girard's contemporary, put the importance of education in his own rugged fashion, "That any man should die ignorant who is capable of knowledge, that I call a tragedy." A Frenchman, with the facile expression of his race, stated the same truth in even simpler language, "A boy is better unborn than untaught."

Thomas Whitney Surette makes a deduction from Carlyle, and says that there is, if possible, an even greater tragedy than ignorance, which is that the capacity for learning may be so overburdened by irrelevant information that we will be deceived into thinking we have something when we have nothing. Too often, he says, our schools become detached from the realities of life because of their too diligent pursuit of the semblance of those realities. This waste of effort is thus expressed by a gifted contemporary preacher, Joseph Fort Newton, "the world is the scene of wasted powers, but no waste is so wicked as the waste of child life."

In his book on the *Emancipation of Youth*, Mr. Arthur E. Roberts expresses the belief that every boy comes into the world pure, clean, and wholesome, and that it is possible to guide boys

into lives of usefulness, so that they will be normal in body, mind, and spirit. Roberts made impressive his lesson by drawing attention to two springs, each of which gave forth, as it came from the earth, pure, clean, and wholesome water. One spring was from a mountain side in Pennsylvania, and as the water from this flowed to the lower levels, the stream was fed by other streams bearing drainage and pollution, and when at last the water reached the larger river, it was foul and unwholesome. Similarly, a spring in the Rockies flowing clean and pure, passed down the mountain side receiving tributaries that also were pure, and when at last it reached the larger river in which it was swallowed up, it was in its original condition of purity. May not these two streams be illustrative of the results which come to human lives from the bringing in of wholesome and helpful influences, or, on the other hand, the coming in of influences which are evil and contaminating? Education consists largely of the sum total of these contributory influences.

It should be remembered, however, that contributory influences while important, are but contributory; they influence, but do not create. Dean Hawke has well characterized an educational institution as an assembled opportunity for self-education. Dr. Wallace Butterick, Chairman of the General Education Board, has similarly said that all education is self-education. An institution with its teachers and machinery for instruction may lead persons to educate themselves, but education in the last analysis results from the individual's own effort. Under modern conditions the great danger is that the machinery, the methods, the teachers, and the aggregate activities which surround a life will so hinder the process that the individual will not have an opportunity for true self-education. If a boy is ever to be educated, it must be by his own effort.

The above observations in no sense seek to excuse institutions from the responsibility of furnishing an individual with the stimulus and guidance which are necessary to develop his natural powers to the top of their bent. Thucydides long ago said, "Man differs little from man, except that he turns out best who is trained in the sharpest school." Lord Kelvin put the same truth in modern parlance: "The end of education is

to help man to earn his living, and then to make life worth living." Dr. Abram W. Harris, the late President of Northwestern University, has said that the best service of a school or a college is the help it gives to an individual to discover himself and to develop his own powers to the best possible advantage. President Harris added that there are differences in methods in the operation of mines, but that the ablest miner is helpless until he finds a paying claim.

Although the truth was declared more than twenty centuries ago that there is no royal road to learning, yet each generation of learners needs to have that truth re-emphasized, and must itself face the travail of soul and mind out of which character and mental power is born. A few years ago more than a thousand Harvard men were asked to indicate what in their opinion had been Harvard's largest service to them. A vast majority of the replies can be summarized in a single statement, "Harvard gave me an inspiration to make the most out of life, and to achieve something worth while in the world." If education at Girard College will in some measure do this for those who come here, then it will meet the exalted ideals of the Founder.

The true service of Girard College to the youth who are here is in the opportunity it gives for the development of their powers, and the inducement it offers them to develop these powers to the highest possible point. It was a discriminating writer who said that every man is born twice,—once at infancy, and again in the period of adolescence. At adolescence a youth enters into a new world of social relationships. He then forms his habits, and usually enters upon the life which he is to lead. In large measure, character is determined, and habits are fixed by the time a youth is eighteen years old. Girard College thus has the responsibility for protecting, guiding, and stimulating the boys for whom it is responsible during the formative and highly determining years.

No chapel speaker should be permitted to speak to our great company of boys, no officer should go in and out in his daily contact with these boys who does not feel in his heart of hearts the potential power which is here locked up for good or for evil, and who does not feel his share of responsibility in shaping the

ultimate destiny of this great company of human lives. Growing out of this conception there should be the capacity to see in boys full grown men,—the future workmen, the leaders in business and financial life, the professional men, the teachers, and indeed the whole texture of the future social system.

Those who labor here should see our combined educational processes as a means of serving the interests of these boys, of stimulating their effort, guiding their self-education, and of equipping them for a larger place of service. As John Dewey has said, it is the business of everyone interested in education to insist that the school is at once the primary, and the most effective agency of social progress. The society of the future will be more law abiding, freer from crime, will see a higher level of social and economic well-being, and a nobler conception of moral duty, a larger prosperity, and greater happiness on the part of the people, as the schools of the present guide and stimulate the wholesome natural powers with which the youth of this generation are endowed.

## CHANGES IN STAFF

### RESIGNATIONS

MRS. PAULINE WILSON WHEELER, Teacher in Primary School	January 1
MISS HARRIETT G. WILLIAMS, Governess.....	May 31
MISS JANE BALTHASER, Governess.....	June 12
MISS ELIZA P. FINNESEY, B.S., Field Agent.....	June 30
CHARLES S. ACKLEY, D.D.S., Assistant Dentist.....	August 31
MISS ANNA M. CROUSE, Teacher in Elementary Schools.....	August 31
MISS ROSE DAVIS, Teacher in Elementary Schools.....	August 31
WILLIAM L. FICHTER, B.S., M.A., Head of Department of Romance Languages.....	August 31
CHESTER T. HALLENBECK, A.B., Teacher of English.....	August 31
MRS. MARGARET T. TOMLINSON, Governess.....	August 31
HERMAN H. CAWOOD, D.D.S., Assistant Dentist.....	September 1
WALTER L. SCHNEIDER, D.D.S., Assistant Dentist.....	September 1
EVERETT R. WRIGHT, Relieving Housemaster.....	September 1
MRS. ELIZABETH GARDNER, Governess.....	September 15

### APPOINTMENTS

WILLIAM L. CAMPBELL, Housemaster.....	February 1
MISS ETHEL M. DUNCAN, Teacher in Primary School.....	February 1

MALCOLM J. NICHOLSON, Housemaster.....	February 1
MISS HELEN SQUIRES, Assistant Librarian.....	March 2
MISS SEMARIS BARTON, Governess.....	September 1
MISS MARY E. CATES, Governess.....	September 1
GEORGE J. CLINE, Assistant Instructor, Painting and Finishing .....	September 1
MRS. ULA W. ECHOLS, Children's Librarian.....	September 1
MISS EDNA M. ELLIOTT, Teacher of Geography.....	September 1
OWEN D. EVANS, A.B., A.M., Superintendent of Mechanical School.....	September 1
WILLIAM E. FOCHT, Substitute Teacher, Blacksmithing....	September 1
MISS FRANCES MARKS FRITCHEY, Governess.....	September 1
MISS LENA MAY HIBLER, Teacher, Elementary Manual Arts	September 1
A. STERLING KING, Relieving Housemaster.....	September 1
JOHN W. LEYDON, A.B., A.M., Head of Department of Romance Languages.....	September 1
ELLSWORTH McMULLEN, D.D.S., Assistant Dentist.....	September 1
EARL MORROW, Assistant Instructor, Auto Mechanics.....	September 1
MISS EDNA B. NOBLE, Teacher in Primary Schools.....	September 1
MARTIN H. ROTAN, Assistant Instructor, Pattern Making..	September 1
MISS DOROTHY M. SHELMIER, B.S., Field Agent.....	September 1
WILLIAM R. STAATS, D.D.S., Assistant Dentist.....	September 1
EDUARDE F. STAPLES, D.D.S., Assistant Dentist.....	September 1
H. EMORY WAGNER, A.B., A.M., Teacher of History.....	September 1
MISS GLADYS D. RUSSELL, Substitute Governess.....	October 1

## TRANSFERS

WILLIAM C. SCHMIDT, Playground Teacher to Teacher of Corrective Gymnastics.....	February 1
MICHAEL B. GROFF, Housemaster to Playground Teacher....	February 1
ALFORD G. OTTO, Playground Teacher to Playground Teacher and Coach.....	February 1
RALPH H. WARE, A.B., Teacher of History to Teacher of English .....	September 1

Two former faithful servants of the College have departed this life since the last report was prepared. Miss Ida M. Raush, for many years a nurse in the College Infirmary, died at Had-don Heights, New Jersey, on August 15. Mr. Isaac Walker, prefect and caretaker of boys in the Infirmary, died in German-town during the early winter. Mr. Walker and Miss Raush had service contemporaneously in the same branch of the work, and both had won the affection and kindly interest of generations of College boys.

Two additions to the Staff during the past year call for special mention, they being Mr. Owen D. Evans, as Superintendent of the Mechanical School, and Mr. John W. Leydon, as head of the Department of Romance Languages.

The retirement of Mr. Jester from the Superintendency of the Mechanical School in May 1924, created a vacancy which proved difficult to fill. The plans for the rebuilding of the School during 1924-1925 precluded any forward movement in mechanical instruction during that year, but with the completion of this building program in June 1925, we were in readiness to undertake a real advance, beginning in September of the year under review.

Mr. Evans seems by educational equipment, experience, and personal point of view, to be peculiarly suited for work in Girard College. He was educated in the public schools of Youngstown, Ohio, and graduated from Harvard University in the class of 1900. For five years he taught in the Nichols School of Buffalo, New York, which is a private preparatory school for boys. Next he saw service as a teacher in the Rindge Manual Training School of Cambridge, Massachusetts, and as assistant principal in a Boston elementary school. For the eight years next following he had service as head of the Department of Science in the Boston High School of Commerce.

He was later principal of the Boston Continuation School, and carried on practical work in training centers for shipyard and munition workers during the war. In 1920 Mr. Evans came to the State of Pennsylvania as Assistant Director of Vocational Education, and served until 1924, when he went to the National Transportation Institute at Washington, D. C. He subsequently was engaged as special educational investigator by the Carnegie Corporation of New York. Mr. Evans has a breadth of view and a background of experience which make him one of the leading men in vocational education in America, and in addition, he has the grace of common sense, a thorough knowledge of boys, and a capacity to work with others. We feel that the coming of Mr. Evans is the opening of a new chapter in handwork instruction at Girard College.

Mr. Leydon came to the position left vacant by the resigna-

tion of Mr. William L. Fichter, who accepted appointment in the Romance language department of the University of Minnesota. From the first Mr. Fichter had been interested in the more mature work which he would have with college and university students, and his resignation was not wholly unexpected.

Mr. Leydon is a graduate of Bowdoin College, (*Magna cum Laude*), and a member of the honorary scholastic fraternity, Phi Beta Kappa. For seven years he served as master of modern languages in the Worcester (Massachusetts) Academy, and for a corresponding length of time as teacher of languages in the William Penn Charter School. In 1911-1912 he was exchange teacher under the Carnegie Foundation arrangement, and spent a year in Germany. For the past three years he has been principal of the Park Country Day School in Baltimore. In his various fields of service, Mr. Leydon has been conspicuously successful. He has the teaching gift and an innate capacity to interest boys. We may well regard Mr. Leydon's coming as a step forward in building up the staff of Girard College.

## HOUSEHOLD

The report of the Household operations for the past year gives cause for encouragement. The tendency in the past five years has been for a gradual decrease of changes in the Household staff. In 1920 the percent. of change was above 25. The percentage of changes declined in the years following reaching to 14 in 1924. In 1925, however, the percent. of change fell to 8.06. The total number of changes in the year was 5, which considering the numbers in service, and the natural desire for change would appear to be a relatively small number.

Decided progress has been made during the year in bettering the conditions for the protection of the lives of the boys in case of fire. Mechanical appliances, fire gongs, and better devised fire escapes have been provided. The practice of holding two fire drills a month has been continued, and so perfected that buildings which house one hundred and forty-four boys can be vacated in three minutes. In none of the buildings is the time for the complete vacating longer than five minutes.

Minor changes in the living conditions have added to the attractiveness of the buildings. The section rooms of the south end of Building Two, occupied by the senior boys, have been rearranged. Lockers have been placed back of oak paneling and the section rooms themselves made more homelike, by the addition of pictures, rugs, and more attractive furniture. The Superintendent of Household reports that decided progress has been made in the better use of this equipment and in the spirit in which the boys have accepted the facilities offered.

In the past year we have made further progress toward the realization of ideals of student coöperation set forth in earlier reports, and the establishment of what may be termed "the corporate life of the school." All of the activities which express themselves in student coöperation such as games, clubs, societies and voluntary organizations, foster at once a spirit of unity in the student body, and the ideals of service. Through these activities the school functions as a training for life and probably it renders its best service in the enlargement of the personality of the student body. Real progress comes in a school when boys are led to feel a responsibility for the maintenance of the school standards.

Perhaps the school which has gone furthest in the development of its corporate life in England, is the Gresham's School at Holt of which G. W. S. Howson was Headmaster from 1900 to 1919. Howson had the faith to believe that school life could be better, happier and more beautiful than it was, and he gave his effort, above all else, to molding the characters and lives of his boys and through them to influencing the school. The success of Howson is said, by his biographer, to have grown out of his belief in the innate goodness of human nature. To the oft repeated expression with which the irregularities of boy's conduct is sometimes excused, "Boys will be boys," Howson would add, "but why should they not be men?" His invariable rule was to insist upon the conduct of a gentleman from all the boys at Gresham's, and the word gentleman was interpreted as having an ethical as well as a social meaning.

The accomplishments at Gresham's school and the realization of the ideals of Howson may well stimulate our own endeavor.



During the past year evidences have not been wanting of an improved student sentiment at Girard College, showing a desire of our own boys to contribute to an improved morale in the Institution. When, during the year, a new privilege was extended to the graduating class and there was pointed out the implications of dependability which this implied there was such a frank response and so generous a meeting of the situation both by word and by deed, that the officers of the College were encouraged to believe that we are really making progress.

The club activities of the year also have evidenced a new capacity and responsibility on the part of the boys. The ten or a dozen clubs enumerated in earlier reports have been continued and a new one added, the latter being devoted to postage stamp collecting. A change of the past year has placed upon the boys, rather than upon the faculty member of the club, a responsibility for the club programs. Membership and continuance in the club has been made optional during the past year. When boys were given a choice between club activities and attending the moving picture entertainments less than ten per cent. indicated a preference for the movies. Thus, we feel that boys are developing a serious interest in these corporate activities.

During the past year we have had before the staff Arthur Dean's statement, "What I expect of a boy of Fourteen." This proved so stimulating and suggestive that a copy of it is here introduced.

#### WHAT I EXPECT OF A BOY OF FOURTEEN

"Right at the start I expect him to be a Boy—not a cherub, not a little old man, not a sneak. Just plain unadulterated Boy. I expect that he stands well on his feet, looks you in the eye, tells you the truth; that he sleeps when he sleeps, works when he works, plays when he plays; that he swims like a duck, runs like a deer, sees like an eagle; that he plays fair on the field, at the school, in the home; that he likes a dog, delights in woods and fields, believes in comrades; that he admires real men, stands by his heroes, looks up to his mother; that he sees in a violet, a sparrow, a worm, the touch of the hand of God.

"Furthermore, I expect that the boy has a mother, a few brothers and sisters, a wise teacher or two; that his mother tempers her all-abiding love with justice; that his home is more than a pantry and a bed; that his school is more than a recitation period; that his teacher sees something beyond marks; that his church is more than a form.

"But my expectations are more than one-sided or two-sided; they are many-sided. I rather suspect that the boy expects a few things himself. He expects that his parents are sturdy, responsible, clean; that fresh air is his in sleep, at play, in school; that he is fed at least as sanely as are horses, cows and hens; that his desire for activity is turned from deviltry into useful knowledge, productive labor, wholesome play; that his parents reverently tell him of the functions and care of his beautiful body; that he is taught obedience and right thinking by example as well as by preachment; that his capacity, interest and native ability are studied and wisely directed; that the idealism of his adolescence is nurtured as though it were the voice of God. In fact, he expects that every hour out of the twenty-four is a step forward in his educative process and that the task of educating him is more than a school affair.

"There is yet more. Beyond my expectations or his expectations there are our expectations. You and I—everybody. He is our boy. He is to be our Michelangelo, our Thomas Edison, our Abraham Lincoln, our first citizen, our Great Good Man. It is for us to give him his chance to be great, good and godlike. It is for us to give him a parentage untainted by disease—social, civic or industrial. It is for us to give him his rightful heritage of playgrounds, of good schools, of clean cities. It is for us to close the door of the dive, and the vulgar show. It is for us to prevent his exploitation in sweatshop, factory or store.

"Our boy cannot run the race with his feet tied. He cannot do it all. He will do his share. We must do ours. Now let's all push and pull together; then we shall find that our boy meets my expectations, his expectations, our expectations."

The Household and School have jointly considered the study time of the boys, and how this can be used to better advantage. A most cursory observation of the boys at study, indicates that they study to poor purpose—they dawdle and waste their time. The observations made indicate also that there is a very large loss of time from study hours due to other engagements and lateness of boys in reporting. An intelligent analysis of the condition is the first step towards finding a remedy. We have the feeling that this first step was taken more satisfactorily in the past year than ever before.

The Superintendent of Household draws attention to the unsatisfactory conditions in the College on Sunday afternoons. A matter of three hundred boys in the organized classes enjoy the privilege of spending Sunday afternoons at the homes of relatives or family friends. That leaves approximately one thousand two hundred others who spend all of Sundays in the College. Diversified as the activities are at present the results are far from satisfactory. It is not practicable to take large groups of boys on the city streets, or to take them for rides on the street cars, which are usually crowded on Sunday afternoons. The Superintendent of Household suggests the desirability of some additional ways of spending Sunday afternoons, and raises the question whether there might not be an enlargement of the library activities, with more story telling and entertainments in the Chapel, and the auditorium of the High School building.

The social training of boys at Girard College has been continued in a series of social evenings for the older boys who are in the organized classes. A class advisor is responsible in general for these evenings but he manifestly cannot do the whole task and so the plan has been adopted of having a number of women from the official families of the College serve as hostesses for these parties. These hostesses interest themselves in seeing that a goodly number of eligible young women are present. In general it is believed that the social evenings as carried out have proved enjoyable to the boys and that the experience in these evenings has contributed a desirable element in their education.

Far from life being empty and without incident at Girard College, the time is well filled and with the constant passing from one interest and activity to another there are not hours enough in the day. One of the Housemasters has summarized the activities of his group in the following statement:—"The life of a boy at Girard at this age (fourteen) is a busy one. Except in individual cases little time is given to recreational activities indoors. During inclement weather, however, and at week-ends he has opportunity to indulge in them and does so. To those who like to read, the section libraries furnish books of fiction and adventure, school life, sports, humor and mystery. The musically inclined are given the privilege of practising alone in the different rooms of the basement. Others are bent on investigating the mysteries of the radio. They assemble and knock down, wire and rewire set after set, trying to secure a more successful reception of the current air program. Odd jobs occupy others and the Housemaster is kept busy with requests of many descriptions. Here is a partial list of articles asked for on a recent Sunday morning which will give an idea of how our boys are making use of their spare time—mucilage, ink, stationery, soccer pump, laces and lacer, needle, flax, tools of different descriptions, screws, brads, words for a cross word puzzle, and patches and cement for repairing soccer ball bladders.

"The wise Housemaster tries to supply these small wants. By taking an interest and assisting in the boys' spare time pursuits he keeps himself informed on important matters within his group and gets opportunities for many helpful suggestions for keeping his charges occupied. Disciplinary problems are greatly lessened when the boys are busy."

Increasingly in recent years we have sought to eliminate boys who do not make good use of their privileges. The provision in the Girard Will, that boys shall be sent from the College at between fourteen and eighteen years of age, indicates clearly that the Founder had in mind that boys, when fourteen and above, should be continued only when they made good use of the opportunities which the College gives them. A compulsory attendance of all boys until they are eighteen would work badly. Many boys ought to meet the responsibilities of employment at

sixteen years of age. Some can profitably go to work at an earlier age than sixteen, under the plan by which they may keep on with their education in a continuation school.

A useful plan has been resorted to in the past year of putting a limited number of boys who have grown careless and indifferent in a classification as probationers. In a sense all boys at Girard College are probationers, but boys are so human that they are likely to forget that fact; to set them aside as probationers by special legislation has had a wholesome effect on some boys and stimulated their effort.

No change of the past year at Girard College has been more gratifying than the decrease of offenses for which the more extreme forms of punishment are given. These offenses have declined steadily in recent years; with the same number of boys and the same general conditions the percentage of numbers of serious offenses has fallen from 1921 to 1925 by more than three hundred. When one sets out to offer an explanation for this large decrease he finds a variety of reasons, such as more wholesome recreation, supervised play, and a filling of the day with enjoyable activities. As life at Girard College has become happier the boys have become less resentful of authority, and have been more coöperative in spirit. The Superintendent of the Household and his associates have had far less disciplining to do the past year, and they have been able to use their time and their talents more largely in constructive service to the boys.

## PLAYGROUNDS AND RECREATION

The out-of-school activities of the boys are rendered more successful, and go on more smoothly due to organized games and to the stimulation of interest in athletic sport and industrial activities. The Household staff has been so organized and so conducts its work that the out-of-school activities are almost as definite, and quite as important an element in the boy's education as are the school activities.

Substantial progress has been made during the past year in the development of the program of "athletics for all." In the carrying out of this program the Armory is well-nigh indispensable. For weeks during the past winter our playgrounds were

not fit for use; first snow, then slush, and then mud made it quite impossible to have derived any real advantage from these playgrounds. The Armory with its three divisions for boys of high school, grammar school and primary school ages gave a useful supplement to the equipment of the College, and the athletic activities of the boys went forward as usual. The high school gymnasium and swimming pool supplemented the Armory and gave diversity to the various activities of the boys.

The teacher of corrective gymnastics has examined nearly a thousand boys for physical defects which could be corrected by exercises. The practice has been to suggest to the boy the exercise which will correct his defect and then to re-examine him after a short time to determine the progress being made. Boys were found to be round shouldered, to have one shoulder lower than the other, to have curvature of the spine, flat feet, fallen arches, flat chests, or other minor defects. Many have these defects without fully realizing their condition. When the matter is drawn to their attention and a corrective exercise suggested they usually respond and often succeed remarkably well in remedying the defect.

A committee of the College has been working actively on visual education. This activity extends to the library, to the auditorium rooms, to the schools and to the boys' recreation. The equipment for visual education has been steadily improved. Further study along the same line is being continued.

The radio has made its appearance among the boys. A number of them have built their own radio sets, and in addition loud speakers have been secured for the older boys. These instruments will be gradually extended to meet the needs of the whole College. With the development of the radio there is an unusual opportunity to utilize it for educational purposes.

For the recreation equipment we have secured a Duo-art piano, for use on the second floor of the Main Building. This instrument lends itself as an accompaniment for songs, and for dances and as a means of training in musical appreciation. Thus, little by little we are extending the equipment and the activities of the College and seeking to give to the boys who are here the privileges which boys receive in the best of homes.

Our boys have kept up their interest in competitive athletics, though the winning of games has probably been in the past year less of an objective than in some years preceding. The boys appeared in the Boy Week Parade in May. Chester Weaverling who graduated in June last was successful in winning the contest for "chinning the bar." This young man chinned himself "in due form" a total of thirty-five times, which won by ten points in a large field of contestants. In the Boy Week Parade another Girard College boy, Vincent Mickaluskie, was adjudged to be the tallest boy who passed the judges' stand.

A gratifying result of the Girard College training came to our notice at the close of the last summer's vacation. Fred M. Baker, sixteen and a half years of age, was instrumental in saving the lives of two boys from drowning. A canoe was upset when one boy who could not swim grabbed another boy and both sank to the bottom. Young Baker dove under the struggling boys and pried them apart making their rescue possible.

Athletics and wholesome recreation should play a large part in every boy's life. The following words of dedication of the Brown University athletic field in the autumn of 1925 may well be accepted as an ideal for the playing fields of Girard College:

"With one voice and one heart we dedicate this Field to the purposes and ideals for which it was constructed.

"We dedicate it to clean sport and fair play;

"To the development of a sound mind in a sound body;

"To the loyalties of the game leading to the loyalties of life;

"To forgetfulness of self in devotion to the team;

"To respect for all opponents whether they lose or win;

"To the comradeship of American colleges.

"We pledge our enduring efforts that Brown Field may be a Field of Honor through all the years to come."

## CHAPEL

The list of Chapel speakers given below comprises a wide range of talent, including officers of the College, Girard alumni,

representative men of the community, and those from a distance who have a special message, due to the work in which they have been engaged, or the experience which they may have had. The Girard College Chapel speakers are probably as representative of the religious faiths and societies of Philadelphia and Pennsylvania as are the boys to whom they address themselves. It has been our aim to get those who have gifts for speaking to boys, and in addition those who are representative of the interests we are serving.

The obvious difference between the Chapel speaking and the Bible study at Girard College, and the preaching and Bible study of churches outside is in the absence of any denominational emphasis or bias in our work. Taking a broad view of religious education, and extending this view backward, may we not say that there has been a lessening of the emphasis on denominational peculiarities in the past twenty-five years, and that the present tendency is for an acceptance of a simple religious faith to which men generally may subscribe, without too many refinements of church creed?

We are well aware that some churches insist that religion cannot be taught aside from denominationalism. This matter was recently considered by Dr. Charles M. Sheldon, in answer to the inquiry, "Cannot religion be taught?" Dr. Sheldon's conclusion was that the answer depended upon what one meant by religion. His own summary which follows is significant: "If religion is theology, and doctrine, and creeds made over disputed definitions of God and theories of man's destiny, it cannot be taught in our schools. But if religion is love to God and man, it can be taught anywhere and it ought to be taught in our schools. If it is not taught, our whole educational pyramid will continue to wobble on its pinnacle instead of resting firmly on its base."

Under the Girard Will, we clearly are not to teach any creeds, or to set forth any denominational beliefs or appeals. We are directed to teach the purest principles of morality, and to give a background by which those educated here will be able to choose a church with intelligence when they go out from the Institution. It is accepted by common consent, we believe, that all education should have a moral basis, and that a knowledge of the Bible



and its teachings is a part of the birthright of every child. As the matter falls out for Girard College boys, moral instruction and knowledge of the Bible have to be given by the Institution. That certainly was implied in the decision of the Supreme Court of the United States, under which the Girard Will was upheld, and such has been the practice since the College began its work.

President Coolidge has recently said that "We must forever realize that material rewards are limited, but that the development of character is unlimited, and is the only essential." The Copeck report on education well says that any lesson can be, and, in the hands of a good teacher, ought to be a means of teaching ethics, but over and above this there is the necessity for providing a more definite teaching on the right relations of man to God, and of man to man. The giving of such teaching would seem also to have been a commission from the Founder when he stated that those to be reared by his school should be so trained that on leaving the Institution they would evince benevolence toward their fellow men.

Repeatedly during the past year and in various parts of the country there have been complaints because of the lack of moral stability on the part of those educated, particularly in the public schools. A committee on moral instruction in the high schools in a neighboring city holds that a large percentage of our young people have adopted the code of the street, because they have not been taught a higher code of morals. Specifically of these young people the statement is made: "They lack respect for parents and for authority. To copy homework is entirely honorable if they are not caught. Forging a signature is a simple way of saving a lot of trouble. 'Cutting' is to be commended if they can 'get by.' Thieving is a matter of almost daily occurrence. Cheating is no disgrace if the offender is not detected."

In season and out Girard College has taught the Bible as a book of ethics. In class room, section room and Chapel an emphasis is placed on the correct moral basis of life. Particularly has the emphasis on biography and the characters of great men, both of sacred and profane history, driven home the great truths of right living. It is probably correct to say that character cannot be taught, but it is equally correct to say that young people

are imitative, and that the ideals which are placed before them unconsciously shape their lives.

One aspect of character training at Girard College is in kindness to animals as well as to human beings. Repeatedly have officers and teachers remarked on the gentleness and consideration which boys have shown toward domestic animals and birds. The nature study work of the schools has been directed particularly to the care for the animal creation. The effect of this is shown in an article which appeared during the past year by a former student of the College, Dr. Richard L. Williams, now in the Christian Ministry. Of the result from this teaching Dr. Williams wrote: "The crusade for teaching to children humane-ness, and kindness to animals, was allowed to make its beneficent influence felt within the walls of the College. Many of us subscribed to 'Our Dumb Animals' published in Boston, and we received and wore a metal 'mercy' badge. *Black Beauty* was a new book at that time and our governesses and teachers read it to us. It proved to be a seditious work amongst the little fellows for I remember how it stirred up our boyish wrath against the President's coachman as he drove past the playgrounds with the span of fine black horses reined high—too high. We were brave enough zealots to cry out our reproaches and to tell the coachman to slacken up on the check reins."

The graduate above mentioned, who has had useful service in the Church, was induced to prepare an article on "Religious Training at Girard College," which recently appeared in the Alumni publication *Steel and Garnet*. Of the training which he received in Girard College, and its influence on his life, Dr. Williams wrote: "Now for a little personal reminiscence. I have a distant recollection of religious feeling and thoughts that came to me as a boy sitting in the Chapel. I suddenly realized as never before that I must face God in judgment. No wonder that thought struck me vividly enough for me never to lose it from my memory, for when Daniel Webster was asked to indicate the greatest thought that had ever occurred to his mind he replied, 'My personal accountability to God.' I remember pondering with awe the thought of eternity and what appeared to be the necessary consequences of the thoughts and deeds of this

life. That thought was distinct, awesome, and disturbing. In the course of time, 'the Light that lighteth every man that cometh into the world' enlightened that dark understanding of God. The revelation of Immanuel, God with us, as pictured in the Chapel service—with its choice Scripture readings and especially the great doctrinal hymns of the manual shot through the dark fabric of a foreboding religion the bright elements of hope, trust and love like innumerable golden threads running through a sombre-hued garment. I have worn that garment ever since.

"I can testify from personal experience that religion and morality were taught in the College of my days and the desires of the founder in this respect met. One of my very first lessons was reverence. The first night I was in the institution I learned to sing and to love Bishop Ken's 'All praise to Thee My God this night.' We sang it every night before retiring—to the tune of Quebec. I suppose the members of my congregations wonder why they sing so many long meter hymns to the tune of Quebec."

#### CHAPEL SPEAKERS, 1925

January	4—Dr. Edward T. Devine, Lecturer and Social Worker, New York.
"	11—Honorable William Renwick Riddell, Justice, Supreme Court of Ontario, Toronto.
	18—Dr. Alfred E. Stearns, Headmaster, Phillips Academy, Andover, Mass.
	25—Mrs. Lucia Ames Mead, Author and Lecturer, Boston, Mass.
February	1—Mr. N. C. Hanks, Lecturer and Religious Worker, Philadelphia.
"	8—Dr. Samuel C. Schmucker, Educator and Lecturer, West Chester, Pa.
	15—Colonel Sheldon Potter, Attorney, Philadelphia.
	22—Dr. Eugene C. Alder, Headmaster, Adelphi Academy, Brooklyn, New York.
March	1—Dr. Cheesman A. Herrick, President, Girard College.
"	8—Mr. Fred B. Smith, Lecturer and Religious Worker.
"	15—Dr. William Mann Irvine, Headmaster, Mercersburg Academy, Mercersburg, Pa.

- 22—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
- 29—Dr. Calvin O. Althouse, Central High School, Philadelphia.
- April 5—Mr. Augustus H. Vautier, Business Man, Philadelphia.
- " 12—Mr. Walter W. Wood, General Secretary, Y. M. C. A., Philadelphia.
- 19—Dr. E. Hershey Sneath, Yale University, New Haven, Conn.
- 26—Dr. Lewis Perry, Headmaster, The Phillips Academy, Exeter, N. H.
- May 3—Mr. Cameron Beck, Personnel Officer, New York Stock Exchange.
- " 10—Principal Stanley R. Yarnall, Germantown Friends' School, Philadelphia.
- 17—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- 24—Mr. J. Lewis Paton, High Master, Manchester Grammar School, Manchester, England.
- 31—Principal G. Alvin Snook, Frankford High School, Philadelphia.
- June 7—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- " 14—Mr. Charles W. Bainbridge, Director of Germantown Boys' Club, Philadelphia.
- " 21—Dr. Joseph M. Jameson, Vice-President, Girard College.
- " 28—Dr. Cheesman A. Herrick, President, Girard College.
- July 5—Professor George C. Foust, Girard College.
- " 12—Mr. Joseph M. McCutcheon, Business Man, Philadelphia, Alumnus Girard College.
- 19—Professor Charles E. Bowman, Girard College.
- 26—Mr. Arthur G. Bugbee, Secretary, Y. M. C. A., Philadelphia.
- August 2—Captain Howard Kirk, Attorney, Philadelphia.
- " 9—Mr. Ferdinand H. Graser, Business Man, Philadelphia, Alumnus Girard College.
- 16—Mr. Hugh F. Denworth, Business Man, Philadelphia, Alumnus Girard College.
- " 23—Mr. Ellsworth E. Jackson, Business Man, Philadelphia.
- " 30—Professor C. Addison Willis, Girard College.
- September 6—Dr. Cheesman A. Herrick, President, Girard College.
- " 13—Mr. Enoch E. Hardwick, Student, Colgate University, Alumnus Girard College.
- 20—Mr. Henry V. Andrews, Teacher, Girard College.
- 27—Mr. John W. Leydon, Head of Department of Romance Languages, Girard College.

October	4—Mr. Charles Brandon Booth, Lecturer and Religious Worker, New York.
"	11—Mr. Owen D. Evans, Superintendent of Mechanical School, Girard College.
	18—Professor J. Duncan Spaeth, Princeton University, Princeton, N. J.
	25—Assistant Director, George W. Elliott, Department of Public Safety, Philadelphia.
November	1—Dr. William H. Ottman, William Penn Charter School.
"	8—Mr. N. C. Hanks, Lecturer and Religious Worker, Philadelphia.
	15—Dr. John Wilkinson, Physician, Philadelphia.
	22—Dr. Thomas Blaisdell, Normal School, Slippery Rock, Pa.
"	29—Major Vincent A. Carroll, Lawyer, Philadelphia, Pa.
December	6—Mr. Henry F. Schwarz, Business Man, Philadelphia, Alumnus Girard College.
	13—Professor James H. Moffatt, Central High School, Philadelphia.
	20—Dr. Edward T. Devine, Lecturer and Social Worker, New York.
	27—Mr. Samuel R. Boggs, Business Man, Philadelphia.

## LIBRARY

The year now brought to a close has seen notable progress towards making the Library an intellectual and social center of Girard College. Changes for the year have been three fold; first, in physical appointments; second, in administrative methods; and third, in personnel.

The reorganization which was begun in the autumn of 1924 has been continued in the Library proper, and in the adjacent Directors' and Relic rooms. New furniture has been added, and the books re-arranged; the rooms have been made more attractive by means of bulletin boards, exhibition cases, new lighting, and better facilities for work. The plan has been consistently followed of centering the work of the Library in the room at the northeast corner of the first floor, and using the Directors' and Relic rooms for storage for the books which are least used.

In the re-arrangement of the books, the higher shelves in the Directors' Room have been left vacant, or are used for bound magazines and other material for which there is the least call.

The new low shelves in the alcove arrangement have brought the books near to the boys and have stimulated the handling and use of books in ways that were quite impossible when they were on the high shelves and could be reached only from ladders.

By far the most important Library development of the year has been the bringing into use of the two rooms at the northwest corner of the first floor of the Main Building. These rooms had been used temporarily for the drawing classes while the Mechanical School building was undergoing reconstruction. With the completion of that building in June the desks and working material for the drawing instruction were removed from the Main Building. In the most northern of the two rooms mentioned a Children's Library was established, with its own collection of approximately three thousand books, special equipment, and its own librarian in charge. The room to the south of this has been sub-divided by book cases into two parts, the west end serving as a room for cataloging and accessioning and a headquarters for the Library staff, and the east end as a class room for the giving of library instruction and serving as a means of introducing boys to the use of the library. With linoleum on the floors, a fresh coat of paint on the walls, and attractive new furniture, these rooms have been completely transformed and made attractive for their purposes.

Further progress has been made in the improvement of methods. A new system of record-keeping for books in circulation, and a new method of statistics which are more in keeping with the practice of libraries outside, have been introduced. Each of the twenty thousand odd books in the Library has had to be separately prepared for the new charging system. The amount of physical labor necessary to rearrange and prepare the Library has been tremendous, yet this work has now been completed and the new charging system is in full operation.

The greatest library progress of 1925 has been in the Children's Library, above mentioned. Of this Children's Library and its probable effect the Librarian writes: "The most notable feature of the year has been the equipping and opening of the children's department. The transformation of the old mechani-

cal drawing room into a cheery beautiful room for the younger boys has filled a long-felt need. About three thousand carefully chosen new books have been placed upon the shelves and the boys from the first to the sixth grade inclusive have access to the room. The delight of the boys in this room, and the pleasure of the members of the household and the teaching staff in it has been manifested in many ways. Already, although the methods of using the room are still in experimentation, certain results have been seen. The schools and the library have welcomed the chance to make more elastic the freedom and responsibility for action on the part of the smaller boys. For example they are allowed to go unsupervised from school to library, and back to school. Each takes his own book to the section and to the school. Each is responsible for his book and the condition in which it is returned."

Two new members of staff have contributed to make the work above mentioned possible. Miss Helen Squires came as Assistant Librarian on March 2, 1925. Miss Squires is a graduate of the Drexel Institute Training School, subsequent to which she worked in the apprenticeship service of the Philadelphia Free Library and at the University of Pennsylvania Library. Later she served as an Assistant in the Free Library at Wilkes-Barre.

For Children's Librarian the College secured the services of Mrs. Ula W. Echols, a graduate of the Pratt Institute Library Training School, also a graduate of a state normal school, and a kindergarten teacher of some years' experience. Mrs. Echols has had a good range of practice in working with children, and has evidenced her gifts as a writer of children's stories and in leading and guiding children in their reading. We feel that the success of the Children's Library from the start has been due in no small part to the influence which Mrs. Echols brought to the work.

A principal of a public high school, when some years ago he introduced a librarian to take over a new activity in the library service, said, "This library is a mausoleum, and I want it to be made a vital force in the school life as a whole." The Girard College Library has been in the past year very far from being a

mausoleum. The Vice-President and Superintendent of Household in their reports for the year, comment on the new influence which the Library has brought into their respective activities. The Library has similarly extended its work to the Infirmary, and has also made a splendid contribution towards better ways for boys to spend their Sundays.

An English comment on what a library may be is indicative of what our Library has been. In the Birmingham Copec report on education, is the following on the ideals of a library: "Many librarians render great service by sympathetic advice to readers. Talks and public lectures—both in Libraries, Museums and Art Galleries—are increasingly frequent. All this is in the right direction. The Libraries must not be dull or dead, nor merely depositories of books to while away an idle hour. They must be alive and forceful. What is needed is an increased pride in them and a surer vision of what they might become as centers of intellectual and spiritual activity, if properly utilized and adequately supported."

In considering the library needs for the future, attention is drawn once again to the suggestions of the Librarian, contained in the President's annual report for 1924. In the same matter the Librarian reports again for the current year: "The librarian more than ever feels the need of a cheerful, convenient, adequate, small building which will be in keeping with modern library usage. The present building, a beautiful product of a past generation and a lasting memorial to the Founder, should be dedicated largely to the latter purpose; by its lack of natural light, poor ventilation, and entire lack of stack room it cannot lend itself to the type of library service which the most advanced schools and institutions are giving. The collection cannot continue to grow, nor can any unique service greatly expand beyond the present bounds, without storage space and the chance to use energy to its best advantage. While it is true that real library spirit must be given first through books and service, a small carefully planned building is the only medium through which such a spirit can be put to its best and widest use, without the present necessary loss of effort. With a new building of the sort described the widest use of the Library will become possible in Girard College."



## SUMMARY—MAIN LIBRARY

During the year 1925 4,013 visits were made to the Library by Officers and Teachers and 47,054 visits by Pupils, a decrease from the year 1924 of 5,660 visits by the former class and an increase of 3,536 visits by the latter class, the total decrease in attendance for the year being 2,124.

Books and Periodicals were issued during the year to the number of 37,517. These were to Officers and Teachers 14,110 and to Pupils 23,407, a decrease from the year 1924 of 5,955 books and periodicals issued to the former class and a decrease of 9,359 books to the latter class, the total decrease in circulation for the year being 15,314.\* Of the volumes circulated 18,059 were books of Fiction, 9,523 were Periodicals and 9,935 were books of Non-Fiction.

The books circulated classify as follows:—

	1925	1924	<i>Increase</i>	<i>Decrease</i>
Arts, Fine .....	1077	919	158	..
Arts, Useful .....	976	1172		196
Biography .....	1039	1473		434
Sociology and Education....	1277	2617		1340
Fiction .....	18059	17988	71	
General Works .....	224	724		500
History .....	1193	1724		531
Literature .....	1946	2913		967
Periodicals .....	9523	19903		10380
Philology .....	78	120		42
Philosophy .....	298	560		262
Religion .....	310	424		114
Science .....	896	1549		653
Travel .....	621	745		124
<b>Total .....</b>	<b>37517</b>	<b>52831</b>	<b>229</b>	<b>15543</b>
<b>Net decrease</b>				<b>15314</b>
The two classes which showed an increase in circulation were				
Arts-Fine .....				158
Fiction .....				71
The class which showed the largest decrease in circulation was				
Periodicals .....				10380
The largest number of volumes was issued in January.....				5394

\* Circulation statistics given in previous years were compiled not only from books taken from the library but from books read in the library. Modern library usage counts circulation only from books actually taken from the library. Hence the discrepancy.

The smallest number of volumes was issued in August.....	890
The additions to the library were volumes.....	3969
Total approximate number of volumes in the library.....	27447

### Books circulated in the Children's Department

October 12—December 23, 1925.

Arts-Fine.....	49	Literature.....	83
Arts-Useful.....	142	Philology.....	7
Biography.....	186	Philosophy.....	1
Sociology and		Religion.....	83
Education.....	678	Science.....	170
Fiction .....	2669	Travel .....	105
History .....	247		

Total .....4420

Books circulated to boys in the Children's Department....4420

Percentage of fiction circulated to boys in Children's Dept. 60

Attendance of boys in Children's Department.....4728

Books were added to the library as follows :-

Arts-Fine .....	125
Arts-Useful .....	213
Biography .....	133
Sociology and Education .....	389
Fiction .....	2293
General Works .....	59
History .....	158
Literature .....	154
Periodicals .....	75
Philology .....	8
Philosophy .....	19
Religion .....	67
Science .....	152
Travel .....	124

Total number of volumes added to the library in 1925... 3969

Total number of volumes added to the library in 1924... 1037

Total number of volumes discarded 1925..... 300

Total accessions .....27318

Total approximate uncatalogued pamphlets and reports...6129

Total approximate number of volumes\* .....27447

\* An inventory of the exact number of books in the library is in process of being taken.

# BOOKS CIRCULATED IN MAIN LIBRARY 1925

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1925	1924
Arts, Fine.....	65	103	90	48	85	82	51	33	147	145	118	110	1,077	919
Arts, Useful.....	112	131	92	54	57	80	30	16	98	87	129	90	976	1,172
Biography.....	150	150	114	68	82	87	70	10	65	77	103	63	1,039	1,473
Science and Education.....	184	207	131	69	108	99	64	13	92	112	91	107	1,277	2,617
Fiction.....	1,689	1,446	1,507	1,005	1,059	1,560	1,351	728	2,336	2,007	1,986	1,385	18,059	17,968
General Works.....	60	50	29	17	16	11	0	4	10	7	8	12	224	724
History.....	144	207	58	60	122	67	39	14	88	151	125	78	1,193	1,724
Literature.....	270	299	163	114	166	96	72	32	154	226	201	153	1,946	2,913
Periodicals.....	2,352	2,151	991	581	507	582	74	10	443	726	640	463	9,523	19,903
Philosophy.....	13	7	9	0	4	10	4	2	8	4	11	6	78	120
Religion.....	61	69	24	20	24	21	16	3	10	21	22	7	298	540
Science.....	166	62	25	12	12	21	7	6	23	37	30	14	310	424
Travel.....	67	164	99	57	45	74	26	6	71	75	61	52	896	1,549
Total—1925.....	5,394	5,126	3,416	2,121	2,315	2,844	1,824	890	3,624	3,764	3,602	2,597	37,517	52,831
Total—1924.....	5,062	5,586	5,685	4,869	4,247	4,476	1,939	1,810	3,124	5,476	5,735	4,922		

Books circulated to boys in Main Library in 1925 ..... 23,407  
 Books circulated to boys in Main Library in 1924 ..... 32,766  
 Percentage of Fiction circulated to boys in Main Library in 1925 ..... 62  
 Percentage of Fiction circulated to boys in Main Library in 1924 ..... 40

## ATTENDANCE IN MAIN LIBRARY

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1925	1924
Teachers.....	753	619	270	294	365	296	217	120	328	315	265	171	4,013	9,673
Boys.....	4,608	4,293	5,186	4,062	4,061	4,460	1,801	1,448	4,392	4,111	4,799	3,933	47,054	43,518
Total, 1925.....	5,361	4,912	5,456	4,356	4,426	4,756	2,018	1,568	4,720	4,426	5,064	4,004	51,067	
Total, 1924.....	4,991	5,155	5,630	4,763	4,307	4,050	1,247	1,134	4,629	6,167	5,764	5,354		53,191

## HIGH SCHOOL

Mr. Chester T. Hallenbeck resigned as Teacher of English in Girard College at the close of the last school year to accept a more responsible post as head of English instruction in a private preparatory school of Minneapolis. For the vacancy thus created, Mr. Ralph H. Ware was transferred from the department of history. Mr. Ware has given special attention to the study of English, and has earlier served for a time as a teacher of English at the Pennsylvania State College.

For the vacancy made by the transfer of Mr. Ware, the Board elected Mr. H. Emory Wagner as teacher of history. Mr. Wagner had been for two years a teacher of his chosen subject in the high school of Camden, New Jersey, and for the two years preceding that had similar experience in the high school of Alexandria, Virginia. While we regretted the withdrawal of Mr. Hallenbeck, we feel that by this transfer and appointment the efficiency of the College staff has not deteriorated.

Although the teaching staff at Girard College is not large, there are in the service of the Institution alumni of twenty-two different American colleges. The University of Pennsylvania has six alumni on the staff, Gettysburg College four, Columbia and Cornell Universities three each, and two each from Swarthmore, Washington, and Juniata. Numerous other colleges are represented by one alumnus each.

The High School work in English in the past year has been especially worthy of note. The *Girard College Magazine* has continued as the special interest of one of the English teachers. A larger number of contributors than usual has been drawn on, and the high quality of former issues has been maintained, if not surpassed.

A debating club has been organized, and a debate between two teams of the College, which was held in the morning assembly, was creditable. The quality of that debate, and the interest of the boys in debating have resulted in the arrangements for a contest debate with the George School of Newtown, to be held in the second term of the present school year.

A third interest of the English work was the putting on of Shakespeare's "Much Ado About Nothing" by the dramatic

club. Thus, the practice has been continued of presenting each year one classical play, and it is our hope that this tradition, which has been continued at Girard College for more than a dozen years, may never be departed from. In presenting a literary play each year, the College is but following the best traditions of the English boys' schools.

A change in the curriculum was approved by the Committee on Instruction near the close of the year, and will become operative in the term beginning in February. This provides more free time for recreation for the older boys, and will do away with the necessity for an occasional closing of school early for such matters as a competitive drill, or an important school competition which cannot be arranged after four o'clock. The curriculum changes extended to a grouping of the instruction of the Junior and Senior years into three divisions, looking toward possible college admission. Some of our boys have wished to enter technical and scientific courses in college, and under the former method of instruction did not receive the necessary advanced algebra and solid geometry, which those courses require for admission. There was also a lack of opportunity for the more cultural and liberal studies for the boys who have inclinations and gifts for studies of that sort. An elective course in Freehand Drawing and Art History is now introduced into the Senior year, and it is believed this will open to a limited number of boys means for using their time here more satisfactorily. The curriculum of the High School Department for the last two years, as revised, is indicated below, the subdivision being into three groups.

#### A. FOR COLLEGE PREPARATION—LIBERAL ARTS

##### JUNIOR YEAR

English and Public Speaking  
Plane Geometry

U. S. History  
Spanish

##### SENIOR YEAR

English and Public Speaking  
Social Problems

Spanish  
Physics

## B. FOR COLLEGE PREPARATION—ENGINEERING COURSES

### JUNIOR YEAR

English and Public Speaking  
Plane Geometry

U. S. History  
Physics

### SENIOR YEAR

English and Public Speaking  
Social Problems

Advanced Algebra and  
Solid Geometry  
French, Review

## C. GENERAL COURSE

### PREPARES FOR ENTRANCE TO WHARTON SCHOOL

#### JUNIOR YEAR

English and Public Speaking  
Plane Geometry

U. S. History  
Physics or Spanish

#### SENIOR YEAR

English and Public Speaking  
Social Problems  
Physics, or Chemistry, or French  
Review

Trigonometry and Surveying, or  
Advanced Algebra and Solid  
Geometry, or Spanish, or Free-  
hand Drawing and Art History

In the carrying out of the High School curriculum, it now becomes possible to introduce ability groups, with an opportunity to make reference assignments, and a little more exacting demand on the more capable group. The division into ability groups has worked well for several years in the Elementary Schools, and the earlier High School years; we are now pleased to extend it to the two upper High School years.

The seventh school year has presented a real problem. To tide boys over this period of their lives, and get them settled down in high school work is one of the difficult tasks at Girard College. Concerning this problem, and the way it is being dealt with, the Vice-President writes as follows: "To remedy this condition a Junior High School faculty group has been organized and placed under the direct supervision of the Supervising Principal of Elementary Schools. This group will meet separately to discuss the problems of the seventh year, and while some of them will also meet at other times with the High School faculty, I trust we shall be able to develop clearer thinking

along the line of the needs of boys of this age, and shall also develop better discipline in this class, which always presents a problem."

The distribution of pupils in the different schools, and the tendency to get a slightly larger number in the regular High School are indicated by the table which is presented below.

## ENROLLMENT IN THE DIFFERENT SCHOOLS

Feb. 1921	Sept. 1921	Feb. 1922	Sept. 1922	Feb. 1923	Sept. 1923	Feb. 1924	Sept. 1924	Feb. 1925	Sept. 1925
Regular High School									
403	437	456	478	504	518	541	529	524	517
Seventh Year									
148	170	184	177	163	168	181	193	161	169
Industrial High School									
83	75	81	76	66	51	63	50	54	51
Elementary Industrial Classes									
57	38	34	34	33	37	34	21	30	19
Special Class									
12	9	7	8	10	6	6	3	8	2
Total High School Group									
703	729	762	773	776	780	825	796	777	758
Elementary Schools									
826	799	763	758	750	750	704	724	741	780
Total Enrollment									
1529	1528	1525	1531	1526	1530	1529	1520	1518	1538

## COMMERCIAL SCHOOL

The completion of the Mechanical School building, which made possible the transfer of the Intermediate High School and the Elementary Industrial classes, vacated two rooms at the south end of the third floor in our High School building. Using these, and effecting a transfer of another teacher, made available three contiguous rooms, which it was found could be sub-divided and used to advantage by the commercial department. In this re-distribution of space, provision was made for office appliances, and the commercial work given a more satisfactory setting up than ever before. The centralizing and unifying of the work will, we feel, result in increased efficiency.

Two activities of the Commercial Department call for special

mention, they being the monthly forum, held in the High School auditorium, and the commercial club, which, under the supervision of the head of the commercial department, has assumed responsibility for the forum. While the activities of the commercial club are not limited to the commercial forum, the latter has given a sphere of action for it. Outside speakers are engaged for the forum; one of the boys presides and introduces the speakers, and following the address there is opportunity for question or remark, which opportunity the boys avail themselves of. Not the least valuable of the services of the forum is the preparation of a fairly complete record of the meetings by the boys; this is duplicated and distributed to those who are interested. This forum furnishes a splendid training school for the conducting of public meetings; it gives training in parliamentary procedure, rules of order, and the like. In addition it furnishes an opportunity to bring in outside speakers and to have their contribution to the field of commercial studies in which the boys are especially interested.

## MECHANICAL SCHOOL

The most important single change for the year at Girard College has been the completion of the rebuilt Mechanical School and the furnishing of new equipment and the beginning of a new attack on the education problem to which this school devotes itself. The re-constructed Mechanical School is more than double the size of the original building. In addition to the duplication of the original building in floor space, there is an enclosed court with a surrounding balcony. The building provides more adequately for all departments which have been in existence for several years and for two new departments, namely, painting and finishing, and auto-mechanics. It provides, in addition, class rooms for mechanical drawing, trade drafting, and for the classes of the Intermediate High School and Elementary Industrial divisions. Two assistant teachers were added for the new departments above mentioned. The work in painting and finishing is related to the carpenter shop, and the work in auto-mechanics is similarly related to the machine shop. In addition to these assistant instructors, a third assistant instructor was



appointed in the pattern making shop. There is also a free class room to which any department of the Mechanical School may take boys for purpose of class instruction.

Attention was drawn in an earlier section of this report to the coming of the new Superintendent of the Mechanical School. His first aim has been to broaden the instruction and to give a better educational equipment to the Intermediate High School and the Elementary Industrial classes. He has also shown an insight into the human problem which the Mechanical School presents all along the line, as it affects both the teachers and the boys. Concerning the latter, his own report as presented in *Steel and Garnet* in January will be the most significant. In that report the Superintendent classified the boys served by the Mechanical School into four groups, and gave the following summary of the service rendered to each:

"The first group consists of the fourth, fifth, and sixth grade boys who are in the Manual Arts classes. These small boys like to make things. So, in the Drawing class, they lay out the outline of a horse, a boy, or some toy, and in the wood-shop, with plane, coping saw, and water-color brush, they shape and paint the figure or the toy. Later, they have opportunity for simple type-setting and for color printing from linoleum blocks. They learn the beginnings of how to handle tools and bench equipment. They satisfy a desire inherent in most boys, to convert ideas into objects. They have practice in receiving directions which they must carry out concretely. The evidence of their success lies before them in the shape of well-made, or of badly-made products. They have an experience in worth-while service when they send the best of their toys at Christmas time to some hospital, or take them home as gifts to others. The character of their interest and the quality of their hand-work may furnish some evidence as to their vocational aptitude, but in the main this experience is simply part of their general education, not all of which can be derived from books or from academic instruction.

"The second group consists of boys in the seventh grade and in the first year and a half of high school. They come to the Mechanical School four or six hours each week, and go through

a series of shop experiences designed to give them some definite information as to how the industrial work of the world is performed, and to help them to discover their own vocational interests and aptitudes. Their instructors are practical trade-trained and skilled mechanics. The machines and tools with which they work, or, if there is an element of danger involved, with which they see their instructors or the older boys work, are the man-size equipment of the various trades. Some exercise work is necessary for purposes of instruction, but so far as possible, their efforts are expended on products which are useful and, again as far as possible, which are usefully consumed in the College. Thus for five terms, these boys acquire experience in the elementary wood-working, printing, electrical, forge, foundry, machine, and mechanical drawing courses. At the end of this period, that is, in the middle of the second year of high school, and after advice from relatives and instructors, each boy makes a tentative choice between the commercial course and the mechanical course. If he chooses the Mechanical School, the next half year is applied to an intensive experience in the shop of his choice. At the end of the second year of high school, he makes final choice either of a trade course or of a commercial course.

"The third group consists of junior and senior boys who have chosen a trade course in the Mechanical School. These boys pursue the regular high school academic studies each morning, but spend their afternoons in the shops. The boy's intention is to go out at the end of his course as a helper or operator in some branch of industry for which training is provided in the courses in the forge, foundry, trade drafting, printing, electrical, machine, automobile, painting, carpentry, or pattern-making shops. Shifting from one course to another is permitted only in decidedly exceptional cases, because concentrated effort is needed if the boy is to go out with a satisfactory preparation at the end of his course. Obviously during this period the work done should be of a most practical nature. Herein, conditions in the College are very favorable. There seems to be no end to the practical demands which the College makes on the Mechanical School. The maintenance of so many buildings, streets, playgrounds, of so much light, heat and power, of so much furni-

ture and equipment, sends a constant stream of worth-while jobs through the Mechanical School shops. The amount of such work is indicated by the fact that during the current school year, from the first of September to the middle of November, the estimated value of the productive work done by pupils in the Mechanical School was \$6,500. Doubtless this value is higher than usual for that length of time, because the new building brought in several unusual demands. Nevertheless, the normal amount of such work each year furnishes a fine experience for the boys.

"The fourth group consists of boys who for one reason or another have not kept up with the regular academic work in the elementary or high school, or of those who, because of their age, can not complete the regular high school course before reaching the age limit of eighteen years. These are organized into a younger group called Elementary Industrial boys, and an older group called Intermediate High School boys. In general they are boys who do not respond to academic instruction, though they may be boys of good personality and of good mechanical skill. For these boys the Mechanical School provides both academic and shop instruction. In general boys spend three-fourths of their school time in the shops. The academic instruction is based as closely as possible on their shop interests and on fundamentals of mathematics, English, civics, and hygiene. Every effort is made to give them instruction suited to their individual needs. No great difficulty is encountered in the shops in having each boy go as far and as fast as he is capable. In the academic classes, individual instruction is much more difficult, but the intimate personal knowledge of each boy, which the instructors have, goes far towards surmounting even this difficulty.

"Some of the boys of this group, about a dozen during the current year, are placed in employment on a co-operative plan, whereby two boys are assigned to one job with a firm outside the College. For two weeks one boy attends classes and shop work in the Mechanical School, while the other works every day. During the next two weeks the assignment to school and to work is reversed. This arrangement gives a boy a valuable

working experience and paves the way toward a full time job when he leaves the College.

"The second, third and fourth groups which have just been described, form a total of between seven and eight hundred boys who use the equipment of the Mechanical School each week for periods ranging from four hours per week to full school time. The functions of the school fall into two distinct classes,—those concerned with helping each boy to find his vocational aptitude, and those concerned with the intensive training of the boy who has found his aptitude. Of course, permeating all activities of the school is the basic purpose of helping boys to develop into men who shall be dependable, self-reliant and upright."

## VOCATIONAL GUIDANCE

A committee of the faculty, representing the Mechanical School, the Commercial Department, and the academic work, has continued the study of vocational guidance, and brought its work to a further completion in the preparation of a pamphlet of twenty-nine pages, under the title "The choice of Vocational Training—Commercial or Mechanical School?" The introduction to this pamphlet, which is put into the hands of every Girard College boy in advance of his making his choice of vocational training, challenges his interest and leads him naturally to a further study of the matter presented, and to continue his study outside of the pamphlet. A copy of the introductory statement and the concluding paragraph of the pamphlet in question are incorporated in this report for the year.

### INTRODUCTION

"As a live, red-blooded Girard College boy, you have visions of some day becoming successful in some occupation. Your ambition is to become a mechanic, an accountant, a secretary, a salesman, a store manager, a business executive, an engineer, a lawyer or a doctor. In your planning don't fail to realize that your school must play a big part in the accomplishment of this ambition. The Elementary School has already aided you, and the High School will further aid you in securing the broad, general education necessary to success in any walk in life. These schools will prepare you for college, if later you are fortunate

enough to be able to go. In your last two years in the College, the Commercial School or the Mechanical School will fit you to secure and to fill satisfactorily a position open only to those who have had special technical training. Because you have taken the Commercial Course you may advance in business life. Because you have taken the Mechanical Course you may advance in industry.

"It is necessary that you elect one of the two courses offered by the College and explained in this pamphlet. To do this intelligently, you must know about these courses,—what they require and what they prepare boys for. You must know something of the duties and opportunities for boys in business houses and industrial establishments and of the qualifications demanded of these boys. You must know about the different positions a boy may hold immediately after graduation, and understand to what higher positions these may lead.

"This pamphlet gives briefly a great deal of this necessary information. You should read and inquire elsewhere as much as possible."

\* \* \* \* \*

#### YOUR CHOICE

"Now that you have read about the different courses in commercial and mechanical vocations, choose the one which you believe is best suited to your interest, to your ability in mathematics, science, or other studies, to your chances for finding employment in your home town, and to any special liking or ability which you have. Remember that it is *your* job, not your chum's, so do not be influenced by what another boy chooses for himself. You can be reasonably sure that if you make the most of the instruction offered, you can go out at the end of your Girard College course prepared to give a good account of yourself on a worth-while job."

The Vice-President reports that emphasis is being placed on a more intelligent choice of life work by the boys. Information is given of industries and occupations in connection with the regular studies of civics and English, and the interests of the boys are broadening. In addition, they are given tests to indicate their natural aptitudes along either commercial or hand-

work lines, and they have formal talks and informal interviews in advance of selecting future vocational work. The above leads ultimately to the presentation of the pamphlet on choosing a vocation. After the boys have read this pamphlet, further follow up will be furnished in a series of discussions based upon the contents of the pamphlet. The pamphlets will remain the possession of the boys, and will be referred to from time to time in the further working out of their course of instruction.

After these various preliminaries, and taking all the elements into consideration, boys will be asked to elect first of all their broad, general divisions of either the Commercial or Mechanical School course, and then more specifically, the trade or branch of commercial instruction which they will follow. After these choices have been made and approved by teachers who have had the boys for a considerable space of time, and presumably can give a correct judgment as to whether the choice made is a wise one, the election is referred to the Vice-President of the College for his final approval, before it is carried into effect.

### ELEMENTARY SCHOOLS

Miss Helen A. Wilson, who had given thirty-two years of devoted service to the Elementary Schools of Girard College, found it necessary to retire at the end of the last school year. Miss Wilson left a beneficent influence when the time came for her to lay down the burden of work here.

Numerous activities of the Elementary Schools during 1925 call for mention. The Supervising Principal represented the College at the February meeting of the Department of Superintendents in Cincinnati, and, as he has done in former years, he participated in the discussions on the platoon system of education. Girard College seems to have made more progress in the unification of instruction under the platoon system than has been true in many schools organized under this plan. The closeness of supervision, and an integration of the work of the several teachers is probably the explanation for this result. It would appear also that the College has developed auditorium work more highly and has made this work more vital as a part of the system than has been true of most other places where the platoon plan has been introduced.

Closely related to auditorium work is the working out and putting into effect of programs for the morning assemblies. Numerous programs of this sort have been put on during the year. The teachers of the Elementary Schools have collaborated in the preparation of these, and the boys have entered heartily into their presentation. The Vice-President reports his feeling that Girard College has a real contribution to make in furnishing to other schools a description of some of these Chapel programs, with suitable illustrations and an accompanying text. Photographs have been made of some of the pageants and plays, and at present a committee is arranging the material under the direction of the Supervising Principal of the Elementary Schools.

Miss Ethel Duncan, a newly appointed teacher of English in the Elementary Schools, has made her contribution in the work above described. Miss Duncan herself writes creditable verse, and has shown a capacity to lead and guide boys in both writing and interpretation. Two of Miss Duncan's short poems, recently done, are of such merit that they are presented.

#### IN TUNE

"Today it seems that all the world  
Abloom with gladness sings of June;  
Age-old these joys I think new-born,  
With life my spirit is in tune.

"Today the world is dull and old,  
Must grey supplant the gold so soon?  
Age-old this sense of pain new-found,  
With life my spirit is in tune."

#### TO A MORNING GLORY

"Who taught thee, morning-glory,  
To turn thy tendrils so?  
A passing bee, a shy bird friend,  
Soft winds aw whispering low?

"Thou knewest that the garden wall  
In silent strength stood nigh,  
Thy fragile leaf-buds to receive  
Vain striving toward the sky?

"What impulse softly stirring  
Bade thee in trust to grow?  
How couldst thou, little sightless one,  
How couldst thou truly know?

"Ah, give us of thy vision!  
Teach us that inward sight  
That reaching through the darkness  
Finds strength and hope and light."

Miss Anna M. Crouse resigned at the close of the last school year because of a change in her life plans. Miss Crouse had given eleven years of splendid service to Girard College. An article of Miss Crouse's on "Practical Citizenship" appeared in *Primary Education* in June last. This was a résumé of the work in civics in the sixth grade classes, built around the problem of the boys of the 6A group maintaining orderly conduct in the halls. Numerous posters and documents, developed in connection with this project, were reproduced by Miss Crouse. As to the outcome, she felt that the boys of the 6A division, who were directing the undertaking, had learned the following seven useful lessons.

1. Politeness in addressing another accomplishes much more than rudeness.
2. Self-control is of the greatest importance.
3. It often pays to overlook small things and not to judge another too hastily.
4. To do a piece of work well a boy must have the qualities the work demands.
5. To be neat in personal appearance.
6. To use good English in discussing matters with other boys.
7. To question one's actions from another's standpoint.

Similarly, there was the feeling that all the boys of the building had learned lessons under ten heads, summarized as follows:

1. To admit frankly having failed to come up to certain standards.
2. To see that everyone has a square deal.
3. To talk quietly in the halls.
4. To observe rules because one desires good results.



5. To accept just criticism and benefit by it.
6. To discuss problems thoughtfully and from all standpoints.
7. To appreciate the value of standards.
8. To respect leadership among boys.
9. To appreciate the value of co-operation.
10. To respect good qualities in others.

The work of the Elementary Schools in drawing and manual arts calls for special mention. Miss Lena M. Hibler, who had served for two summers as supervisor of handwork in the summer session of the College, came on the staff as a teacher of drawing and manual arts in September, being assigned to the Primary School.

The spring exhibition of work in drawing and manual arts evidenced an accomplishment in which we may well take pride, and teachers from other systems of schools who saw this exhibition were impressed that boys so young had been able to turn out such a goodly amount of creditable work.

Boys of the sixth grade have been doing elementary work in printing, and have coupled with this linoleum block type illustration and brought out an illustrated booklet presenting English compositions with accompanying illustrations. We feel that the results from this work are promising of more conspicuous achievements in the future.

The title of the Supervisor of Drawing was changed at the end of the present year to the Supervisor of Art Education. The duties of this officer also were changed to include the giving of instruction in the elective course in freehand drawing, art history and interpretation in the High School, as mentioned above.

## SPECIAL CLASSES

Special class work has been continued for speech defects, for art instruction, and for those students who are misfits and disciplinary problems in their respective groups. The teacher of the speech class has worked with the dentist and the medical department to correct the physical defects of certain boys as a means of improving their capacity to speak. The speech class,

which is held twice a week, has also extended its service through the teachers of the regular classes, and a considerable number of boys have been given the necessary directions and the limited help which they needed to correct their defects.

The teacher of the special art class had at the close of the year a total of fourteen boys, and the class showed a greater range than before, both in age and in talent. The purpose of this class is to carry forward individual and diversified instruction for boys who have gifts in drawing and art work. The teacher speaks of her group as bright and enthusiastic.

The special class for dealing with misfits and disciplinary problems has had fewer boys than ever before. During the year a total of but twenty-five boys was referred to this class, and fifteen of these were over age, who were approaching the time when they would leave the College in consequence of which they could be better cared for in that class than in the regular course of instruction. Nine of the boys temporarily assigned to the special class had been returned to their regular school classes, and but one boy remained in the special class at the close of the year. The old-time disciplinary difficulties have practically disappeared at Girard College. Most of the boys in the special class were of the discouraged, over age type, who were not interested in the regular work and who could be better cared for by the methods possible in a special class.

With the decrease in attendance on the special class, it has been possible to make a larger use of the teacher of that class in the psychological examinations of boys being admitted, or of those whose classification was in doubt. The change in function of the teacher of the special class has been so marked in recent years that this year his title was changed to Mental Examiner and Teacher of Special Class. In addition to his other duties, this teacher has been assigned to teach eight periods per week of science to the classes of the Intermediate High School division.

## THE SUMMER TERM

### STAFF OF SUMMER SCHOOL

Supervisor of Bookwork.....	Miss Lyle W. Taylor
Supervisor of Manual Arts.....	Miss Lena May Hibler
Tutor.....	Mr. William H. Ott
Tutor.....	Mr. Herbert F. Arnold
Auditorium Teacher.....	Miss Edna G. Jones
Music Director.....	Mr. Walter E. Howarth
Accompanist .....	Mr. Arthur W. Howes

### TEACHERS FOR HIGH SCHOOL GROUP

Mr. Harry Eisenberg  
Mr. Walter E. Howarth  
Mr. Edward R. Worthington

### TEACHERS FOR ELEMENTARY SCHOOL GROUP

#### TUTORS FOR ELEMENTARY SCHOOL

Miss Lillian A. Reese  
Miss Jeanne W. Nichols  
Miss Charlotte M. Morris  
Miss Edna Williams

#### BOOKWORK

Miss May R. Robbins  
Miss Carolyn B. Teall  
Miss Alice White  
Miss Virginia F. Black

#### HANDWORK

Miss Emma M. Park  
Miss Katherine Wertsner  
Miss Mollie F. Cleeve  
Miss Frances H. Biester

The plans for a summer school, which shall seek to do serious study, have worked to the good of the boys. At every commencement, several boys are graduated whose graduation was made possible by their having spent a summer in the College and made up a term's work. During the past summer, thirty-four boys of the Elementary Schools, between grades 3A and 7B, made up a term's work, and were enabled to secure a double promotion over the summer. In addition to these twenty-four other boys who had failed of promotion in June were promoted in September because of their added summer study. Thus in the Elementary School alone, fifty-eight boys were advanced a term because of this summer course.

The record of High School boys who were skipped a grade in

the summer schools was not as good as in former years. This is due, no doubt, in part to the fact that the boys who most need this service are now being given it in the Elementary Schools. The course of study in the Elementary Schools lends itself much more easily to skipping a grade than does the course of study in the High School division.

In addition to the hundred or more boys who are making up a term's work, there are a matter of four hundred other boys who are left back for the summer, and for whom provision must be made in recreational courses for a wise and helpful employment of their time during July and August. It is a pleasure to report that substantially the same group of teachers which has served in the summer terms of former years was again in service, and that the results from the summer term in 1925 were about as satisfactory as we can expect under the conditions as they exist at present at Girard College.

## BATTALION

Military instruction has gone on more smoothly and satisfactorily during the past year than ever before in the term of the service of the present President of the College. The availability of the Armory and the opportunities there given to drill more boys, better facilities for the storage and care of battalion property, the means of protecting the property of the boys and of holding them individually responsible for the care of articles released to them all have, we believe, combined to make military instruction as a whole one hundred percent. better in 1925 than it has been in former years.

Major-General Samuel D. Sturgis, Commander of the Third Corps Area, served as reviewing officer for our Founder's Day drill. General Sturgis is a graduate of West Point, who has had a long and distinguished career in the army, and who saw service over seas during the World War. He evidenced an interest in all of the activities of the College, including the military drill, and after his visit wrote stating that the City of Philadelphia may well be proud of Girard College, and the whole country may profit by the example which this Institution sets. Of the drill itself, General Sturgis said: "I wish particularly to com-

mend the military battalion for the fine demonstration it gave on that day. The ceremonies of review and parade were flawlessly performed, and with an ease that would do credit to a veteran organization. The drill maneuvers were excellently done, showing thoroughness, keen alertness, training and discipline which reflect great credit upon you and your military instructor, and which will redound to the credit of the boys in their future careers."

Seven of our older boys attended the Citizens' Military Training Camp at Camp Meade during July. With a single exception, they qualified as marksmen. One boy qualified as sharp shooter. One of our boys, who was assigned to an Infantry Company, was awarded a bronze medal as the best basic (first year) candidate of the Company. Another of the group, who was assigned to Third Cavalry, received a medal for being the best second year candidate of his group. This boy, by reason of his military training at Girard College, was able to skip the first year's work.

Without discussing the question of the desirability of military training for boys in the public schools, we are unqualified in the belief that for such an institution as Girard College, military drill does contribute a desirable element to the education of the boys. For the handling of large numbers and the passing quickly from one activity to another, there is need of coöperation and mass formation, which are essentially military in their basis, and the drill which the boys have contributes to an easy and prompt meeting of these requirements.

## LECTURES AND ENTERTAINMENTS—1925

*Friday, January 2:*

Illustrated Lecture—"The Canadian Rockies"

Dr. J. Monroe Thorington.

*Friday, January 16:*

Illustrated Lecture—"The Lure of the Desert"

Dr. Frederick I. Monsen.

*Friday, February 6:*

Concert—

Dr. Thaddeus Rich, Violin.

Mr. William Sylvano Thunder, Piano.

Mr. Anton Horner, French Horn.

*Friday, February 20:*

Illustrated Lecture—"China and Mongolia."

Mr. Michael Dorizas.

*Friday, March 6:*

Concert—

Mr. Earl Pfouts, Violin.

Mr. George O. Frey, 'Cello.

Mr. Harry C. Banks, Jr., Piano.

*Friday, March 20:*

Interpretative Recital—"Julius Cæsar"

Dr. Henry Lawrence Southwick.

*Friday, April 3:*

Entertainment—Poetry and Music

Mrs. Leon Morris Pearson, Vocalist.

Mr. Leon Morris Pearson, Reader.

*Friday, April 17:*

Lecture—"Daisies and Chrysanthemums"

Dr. S. C. Schmucker.

*Friday, October 16:*

Impersonations From Recent Dramas

Mrs. Miriam Lee Earley Lippincott.

*Friday, October 30:*

Hallowe'en Entertainment—

Humor, Mystery and Music.

*Friday, November 20:*

Illustrated Lecture—"Around the World in Ninety  
Minutes"

Mr. Harry C. Ostrander.

*Friday, December 4:*

Original Declamation Contest

Members of the Senior Classes.

*Thursday, December 17:*

Christmas Concert

Musical Organizations of Girard College.

*Thursday, December 24:*

Christmas Eve Entertainment

Mendelssohn Concert Party.

## ANNIVERSARIES AND COMMENCEMENTS

New Year's Day,

Mr. E. T. Stotesbury,  
Financier, Philadelphia.

Commencement, January 22,

Hon. William Potter,  
Member, Board of Directors of City Trusts.

Lincoln's Birthday,

Dr. William D. Lewis,  
Editorial Department, John C. Winston Publishing Co.

Founder's Day,

Mr. John Howard Jefferies,  
Class of December, 1884.

Founder's Day (Morning Assembly of students.)

Mr. Walter A. Staub,  
Class of May, 1897.

Commencement, June 18,

Owen J. Roberts, Esquire,  
Member, Board of Directors of City Trusts.

Thanksgiving Day,

Mr. Jacob Billikopf,  
Director, Federation of Jewish Charities, Philadelphia.

To the list of lecturers and speakers on special occasions given above, there should be added a series of addresses delivered during the year to the College staff, a select group of the older boys, and a limited number of invited friends who are especially interested. These addresses were educational in character, and contributed toward the creation of a better *esprit de corps* in the staff.

In the spring the College was visited by Mr. J. Lewis Paton, former High Master of the Manchester Grammar School in England. For twenty-one years at least Mr. Paton has been a prominent figure in English secondary education. He was earlier head boy in Shrewsbury School, and won special distinctions in languages and in history in St. John's College of Cambridge. He was also for ten years master of the famous sixth form at Rugby, and had a distinguished career for a generation

as High Master of one of the largest and most famous schools for boys in England.

Mr. Paton spoke to the boys in the Sunday Chapel service at Girard College, and gave a helpful talk to the staff on Monday on the theme "The Corporate Life of a School." It was a real privilege to have this great schoolmaster in our midst for two or three days, and to have the inspiration of his message and the touch of his personality. We had the feeling when he left that Girard College was a better place because of his visit.

During the autumn, Professor Hughes Mearns spent a day with us, going in and out of the class rooms and giving helpful and suggestive comments on the work, both to boys and teachers. At the close of his day's visit, this inspiring educational leader gave us a talk on "Creative Education," showing how in various branches of school work power is developed through the stimulation of initiative and self-activity on the part of the boys themselves. This message, too, proved constructive, and the after effects of Professor Mearn's visit were of real benefit.

As a concluding activity in this field we had at the close of the year a discussion on the theme, "Environment and Heredity as Determining Factors in Education." Professor James S. Heberling, of the William T. Carter Foundation for Child Helping at the University of Pennsylvania, presented a paper emphasizing the importance of environment in the educational process. Dr. Ralph L. Johnson, of our own staff, urged in the discussion the determining effects of heredity. These two points of view provoked discussion and an active interest, and certainly helped our executive staff, teachers and household officers to vision their problem.

During the autumn Mr. C. M. Ripley, of the Publicity Department of the General Electric Company, came to the College for four illustrated lectures on electricity, presenting such matters as the historical evolution of electrical appliances, the present manufacture of these appliances, the assembling of the materials from which electrical appliances are made, and the uses to which electricity is put in the modern domestic and industrial system. His lectures were given for the boys, and proved interesting and instructive.



## THE PLACE OF MUSIC

A discriminating visitor during the past year asked two questions to which we have given careful consideration. The first was, "What study or activity in Girard College most largely interests the boys as a whole?" The second question was, "From what subject of study, interest or activity do the Girard College boys derive the largest benefit?" After these questions had been turned over with a good deal of care, the answer in both cases was "music." Music plays a leading part in our school work, in household activities, in Chapel worship, in military drill, and in other phases of life at Girard College. The boys as a whole enter heartily and enthusiastically into their music work and receive an enormous service from music. Music brings to them also a cultural return and furnishes a means of enjoyment, which clearly warrants the selection of this interest as the greatest asset in the lives of Girard College boys.

The past year has seen more progress in music education at Girard College than have many years preceding. First of all has been the contribution of music rooms in the new Armory. Largely increased facilities for practice and for class and individual instruction gave the opportunity. To this should be added increased time from several of those giving musical instruction, and an opportunity for the study of music as a vocational subject on the part of boys with special gifts, and who may reasonably look forward to musical careers after leaving Girard College.

The foundation for musical instruction with us has been the teaching of music to all boys in regular school classes. The director of vocal music, and a staff of trained and competent teachers have been training the boys to sing and to comprehend some of the fundamentals in musical appreciation. The work of the junior hundred, comprising one hundred picked boys whose voices have not changed, and the later work of the glee club, consisting of seventy-five boys whose voices have changed, is built on the basal music instruction. The course of study for the schools has been revised, matured, and brought into a more

complete form. The director and his associates have worked wholeheartedly in perfecting the school music.

The first evidence of the success of the school music instruction has been the improvement in the junior hundred and the glee club. The ease with which boys have developed in special instruction on the piano or stringed instruments, and the readiness with which the orchestra and bands have been developed indicate the value of class instruction in the fundamentals.

## MUSICAL APPRECIATION

Not the least of the services rendered to the boys of Girard College has been a training in musical appreciation. One who has not the capacity to appreciate good music has been robbed of a part of his heritage. General Grant is reputed to have said that he knew but two tunes, one of which was Yankee Doodle, and the other was not, and in a recent essay on music in the university, the charge is made that university graduates often cannot distinguish Yankee Doodle from the long meter doxology. Perhaps American standards of education have been at fault. Music was long regarded as something effeminate, soft, quite suitable for children, women and long haired men, but not to be cultivated by red-blooded, two-fisted men.

As a result of the tendencies in our American system of education, young people have been educated away from music. Children are naturally musical; it is well known that they are rhythmical both in body and in mind, but the sad fact is to be observed that children educated under the American régime lose most of their natural music gifts.

The giving of the power of appreciation is in general a neglected aim in our American system of training. The aims of our schoolmasters seem to have been to impart knowledge, to fill minds with facts. The education of the feelings, the more passive or contemplative phases of the mental operation, has been in general greatly neglected in this country. An appreciation of music can only come from a cultivation of the finer forms of feeling, which we know as the esthetic emotions.

During the past year, as never before, the aims of Girard College in musical education have been to develop that state of

mind described by one writer as "being musical," and to extend this state of mind to every boy, in the hope that the musical taste here acquired may continue as a part of the boy's equipment for life. If boys can be developed into intelligent listeners, so that they will find pleasure in good music, they will have an endowment which is sure to be a means of lasting interest and profit to them.

And why should not the training of boys to be "creative listeners" become a part of our educational accomplishment? The distinguished president-emeritus of Harvard University, Charles W. Eliot, once defined a liberal education as a "state of mind." A musical training which gives a true and natural state of mind toward good music is in the best sense of the word a liberal education. A related expression on the purpose of education by President Butler is to the effect that it should bring about a gradual adjustment to the spiritual possessions of the race. Probably no spiritual possession of the race is greater, or more profound and enduring than the capacity to appreciate good music.

Art has been defined as any result of man's effort the purpose of which is to stir the emotions. Music is one of the arts in which this is especially true, and from which men may receive lasting benefits. Architecture has sometimes been called frozen music,—it surely has a permanency and fixedness which music has not. Painting has both form and color, which qualities can scarcely be claimed for music, even though some modern inventors are seeking to depict music both in form and color. Music, of all the arts, makes the most direct and powerful appeal to the emotions.

Mr. W. S. B. Mathews has suggested three appeals which music makes. First, to the ear, which is basal; second to the mind, necessitating memory and education, and the perception of the related parts to a whole; and third, an appeal to the soul, as expressing a given mood, a state of feeling, an emotion.

One unsympathetic with the refinements of music contrasted popular music with classical music in a statement that the former had tunes and the latter had not, but instruction very soon establishes the truth that melody is only one quality of music. If

the listener is to enjoy music, he should go further and feel a combination of melodies in what musicians term harmony and counterpoint.

All children can be taught to sing, and all children seem to have a natural love for rhythmical tunes, such as the simple folk songs. The songs of our childhood make an appeal to adults, which later refinements, the development of music, and the experiences of life cannot eradicate. Great singers in concerts may give demonstrations of vocal pyrotechnics, but these have not the moving power of such songs as "Auld Lange Syne," "Home Sweet Home," and "Old Folks At Home."

Music is a great socializing agency, as well as a cultural force. More than any other single activity, it can lead a great throng to harmony of action, as is evidenced by the singing of college songs at athletic contests, or of patriotic songs in great gatherings. The unifying effect of music is well shown in its inspiring results upon an army which is on the march, or is about to go into battle. Of the cultural effect of singing beautiful songs, Mr. Thomas Whitney Surette writes: "Singing beautiful songs prepares children by the best possible means for an intelligent understanding of the compositions of the great masters which, for lack of this preparation, many adults never comprehend. The educational administrator who denies a great composer the distinction he gives to a great writer is going against the testimony of generations of cultivated and educated people all over the world, and, moreover, is tacitly acknowledging that he believes greatness to be a matter of mere outward expression. The element in Shakespeare's writings, for example, which reveals his greatness is the same element that reveals Beethoven's—namely, an imaginative, beautiful and true concept or idea of human life. Beethoven is as true as Shakespeare. The same fancy, the same daring, the same grandeur, the same extravagance of imagination, and the same fidelity to life are found in each.

"That one uses words and the other mere sounds affects the case not at all, or if at all, in favor of music, since these elements or qualities of life are expressed more directly and more intensely in music than in words."

Not the least important service which music can render is in the training it gives for the right use of leisure. Girard College boys are to go out into a work-a-day world; many of them will work with their hands; others will be subjected to the close confinement and the deadening routine of long hours in offices. The capacity to react from these and to preserve an interest in uplifting and wholesome diversion is a necessary equipment for successful lives. The ability to play on a musical instrument, to merge one's own effort with the efforts of his fellows in musical contribution, and to enjoy good music as produced by others, these are qualities which are of highest value to Girard College graduates. Before boys leave the Institution, we make an effort to cultivate their taste in the direction of choice as to musical entertainments which they will hear. In this way a variety of opportunities are put before boys, and they are asked to decide as to which of these they would prefer, and it is a pleasure to record that when such opportunities for choice are given boys have generally chosen the better class of music. Groups of boys are taken from time to time to the concerts at Willow Grove, to performances of the Philadelphia Orchestra, to the presentations of classical operas, and to concerts. These field visits have grown in popularity, and they have, we believe, had a stimulating effect in the development of musical appreciation. It is the hope of the College staff that next year smaller groups of younger boys will be permitted to go to the children's concerts of the Philadelphia Orchestra.

Some musical critics have expressed a fear that the multiplication of reproducing instruments and mechanical appliances will do away with the conventional use of musical instruments and old-time music instruction. Girard College has sought to make the largest possible use of the mechanical appliances by means of the Duo-art pianos, the radio, and improved phonograph reproductions. Through these agencies we have stimulated an interest in music, and have, we believe, laid the foundations for better musical appreciation in the future.

By means of our various bands, orchestra, and instruction on stringed instruments and pianos, a very large number of picked boys are now receiving individual music instruction. In addi-

tion, all the boys receive training in school music and a good deal of practice in singing. One hundred seventy-five others are given instruction and much drill work in the choir and its subdivision into the glee club and junior hundred, and finally, all the boys in assembly are trained in singing part songs. The results of the music work in the year being reviewed give us great hope for further progressive developments.

The Director of Vocal Music in the College, and the teachers of the band, piano, and orchestra, each has grown in his music work. The influence of the College in music has extended to the City of Philadelphia, the State of Pennsylvania, and the country at large, and even to the Dominion of Canada. The Director of Vocal Music was called for service in the Cincinnati Conservatory during the summer session. The same officer was invited to take charge of the conducting at the National Convention of Music Supervisors in Kansas City during 1925. Inasmuch as this convention is attended by supervisors from the whole country, the honor which came to our director is distinctive.

### OUR EDUCATIONAL TREND

The trend of education at Girard College during the past year has been encouraging. The staff has, we believe, been strengthened both from the additions made, and more important, from the development of those already in service. The methods of the College have been further modernized, and brought more nearly in line with approved educational practice elsewhere. In curriculum revision, we have proceeded along established lines of having committee appointments and detailed studies made by the teachers, which are approved by the executive staff and submitted to the official Committee of the Board of Directors for final approval.

A newly elected president of a state university in the Middle West was during the past year invited to give a statement of the policies and programs which he would undertake to carry out. His answer, it is believed, indicated great wisdom; he said that he had no dogmatic and preconceived program which he would seek to exploit at the institution to which he was called; that his purpose was to go to the institution, make a study of its

problems and needs, confer with its deans and faculties, and work out from such studies and conferences a constructive plan of procedure which would make the university more useful to its community than it otherwise could be. Such, in a less ambitious way, has been our method of dealing with the problems of Girard College.

Psychological tests have been used repeatedly during the past year, and adapted to our needs. The Vice-President well says that comparisons of accomplishments in one school with accomplishments in another school are not conclusive, at least not unless the conditions are fairly similar and the tests are conducted by the same examiners. A far more helpful use of tests is the measuring of the abilities of boys and the placing of these alongside of their accomplishments. By such tests errors in classification can be corrected, and boys who are not working up to the possible top of their ability can be stimulated to a larger accomplishment. The tests as recently conducted have indicated that a very considerable proportion of our boys have a school accomplishment which is equal to or higher than their mental ability. This would point to the fact that in general we are getting out of boys practically all which they are able to accomplish.

Numerous developments of the past year indicate a commendable improvement in the staff of the College. It is a pleasure to endorse the action of the Board of Directors in providing, in the regular budget, funds for the attendance of teachers on conventions, for visiting schools, and an appropriation for professional lectures for members of the staff. In addition, an allowance toward the expenses of teachers who use their summer vacation for further study has been drawn upon in the past year. A new policy of granting time off for professional improvement after a considerable term of service is being carried out. Mr. Joseph G. Simcock, senior in service in the Mechanical School, who has been at the College twenty-six years, was granted leave for the academic year 1925-1926, on half pay. Mr. Simcock is using his year for travel and a broadening of his knowledge of the world. He is at present on a trip around the world. Mr. Simcock's work is taken during his absence by a graduate of the College, Mr. William G. Focht.

Another application of the same principle, yet in a different way, is that of Mr. Clyde I. Martin, teacher of practical mathematics in the Mechanical School, who was granted a half year's leave without loss of salary. Mr. Martin had served acceptably for thirteen years, and wished to devote his half year of leave to special studies in education at the University of Pennsylvania. Inasmuch as Mr. Martin's studies are along the line of problems presented in his work here, there is sure to be a direct contribution from the privilege accorded him. The custom of granting Sabbatical leaves is well recognized in the colleges and universities of America, and in most institutions this arrangement is a part of the regular procedure. The same practice is being taken up by systems of public schools and by numerous private institutions. The recent annual report of the Rector of St. Paul's School indicates a growing practice there of granting Sabbatical leave after a continuous service over a period of years. Of this practice the Rector says, "Such leave proves of enlivening effect on a master's permanent capacity in the school."

Policies of the sort above mentioned, and a more generous salary provision which was approved for the Elementary Schools at the close of the year all have contributed to an *esprit de corps* in the teaching staff. Desirable candidates are seeking appointments at Girard College, and those whose service is highly satisfactory express a pleasure and a satisfaction in being here.

Our educational situation in general, and the coöperation of all the factors in the training of the College are admirably commented on in the annual report of the Vice-President from which a single statement is taken: "Education is not merely a matter of text-books, school rooms and school desks. Any great opportunity for improvement seems to lie in the improvement of the teaching, and in a better linking up of the teaching in the schools with the practice out of school. In this latter respect I feel that there is a great opportunity for improvement. At a recent conference on the teaching of hygiene the Supervisor of Playgrounds and Recreation made the following comment, which I am sure applies to more than the matter under discus-



sion: 'There is nothing more to be secured through a larger time allotment to hygiene in the school room. What we need is more practice in the living daily of what is learned and discussed in the school room.' The established habit of clean hands, clean teeth, care in eating, diversified diet, etc., is worth vastly more than 'the religion-for-Sunday-use-only' plan of dealing with such matters solely by class room discussion. It is planned to continue these conferences with the special thought of the possibilities for the *practice* of hygiene in the daily routine of the boys. Similar observation may doubtless be made with regard to those habits that we usually group under the rather indefinite term 'good citizenship.' "

When one disassociates himself from the work at Girard College and takes a broader view of the activities of the Institution, he cannot well restrain his enthusiasm. The sum total of all the efforts put forth as they work out in the lives of the boys create a confidence in the ultimate good accomplished by this great foundation. The rearing of boys in an atmosphere of joyous and spontaneous activity on the part of the boys cannot fail to have a lifelong influence upon them. So true is this that we should be stimulated to renewed and sustained effort for creating conditions as nearly ideal as possible.

From the day that a boy enters Girard College, the studied purpose is to make his life here pleasant. The house conditions, playground activities, recreation, music, study, and shop work are so entwined and adjusted as to fill the day with pleasurable occupation. The comment has been made again and again by visitors who come to the College that the boys appear happy. They go about their activities in the College with smiles on their faces, and seem to enjoy being here. Occasionally there is a boy who is by temperament a grouch, and he does not fit into our system. If a boy cannot be interested by and assimilated to the Girard life and methods, we seek at the earliest opportunity, a way of diverting him into an atmosphere for which his peculiar temperament may be better suited.

Growing out of the above consideration is a larger educational philosophy. The Rector of St. Paul's School, in his last report, draws attention to the long-time practice of exalting education

as a duty, and he sets up as a higher principle the upholding of education as a delight, and adds that it is the business of the modern school to make its daily work pleasurable. The St. Paul's Rector well says that a higher ideal is that which creates a condition of "delight in learning," rather than a "diligence in study." The day surely has passed when the schoolmaster should be a kill-joy in the life of his boys.

## PRIZES

The keyman prize for the year was continued, one award only being made, and that to George M. Heisey, of the Class graduated in June. As the years pass, and additional names are added to the keyman list, we realize how important the growth of such a tradition is. The first name on the keyman prize list is Ralph A. Nixdorf, who has added to his honors in Girard College other honors at Gettysburg College where he is this year a junior. Mr. Nixdorf has made high standing in his academic work, has been Captain of the debate team and enjoyed other scholastic honors at Gettysburg.

A special music prize to the value of \$100.00 was awarded to Paul E. Kurzenberger, of the Class graduated in January, 1926, in the form of a French Horn, which was are chosen instrument on which this young man was doing his vocational work in music. He looks forward in the hope of entering on a professional music career after leaving Girard College.

Special prizes also were presented by various individuals and groups of the Alumni.

Gold watches were presented, according to the terms of the will of the late General Louis Wagner, to the students of the graduating classes having the highest scholarship averages for their last two years' work:

September Award—George M. Heisey

February Award—William F. Cregar

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February:

1. Louis C. Olmsted.....	\$15.00
2. Charles A. Boyle.....	10:00
3. Leonard W. Sheetz.....	5.00

Bronze medals were presented by l'Alliance Francaise to the pupils of the High School showing the greatest proficiency in the study of the French language and literature.

September Award—Robert E. McHose

February Award—George DiLauro

The "Early Eighties" prizes, presented in the name of John Humphreys, for the best descriptive essays on the annual trip to Washington, submitted by the pupils of the Senior classes were awarded, in February:

1. Samuel Vinikoor.....\$6.00
2. James M. Frees..... 4.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn, for the best essays on "Thrift," by the pupils of the second High School Year, were awarded in February:

1. Arthur A. Nackman..... \$5.00
2. Alfredo Lisi ..... 3.00
3. George C. Seuffert..... 2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers, for proficiency in drafting or some branch of Manual Training, were awarded in February:

1. Percy B. Thorne, Electrical Department.. \$6.00
2. Earl D. Springer, Woodworking..... 4.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell, for proficiency in penmanship, were awarded in February:

1. Jonathan H. Kistler..... \$6.00
2. Harry Stanshine ..... 4.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer, for proficiency in chemistry, were awarded in February:

1. Philip Boyd .....\$10.00
2. Marvin C. Haines..... 5.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania, for general proficiency in athletics, was presented in February to Lawson S. Earl.

Three prizes, awarded by Mr. Harry Brocklehurst, Class of 1871, for the best essays on "Safety Devices" were presented in February to:

1. Richard W. Ross..... \$7.00
2. Emil Nagel ..... 5.00
3. George B. Ammon..... 3.00

Two prizes awarded by the Girard Alumni of Central Pennsylvania to the students from that region attaining the best record in scholarship, athletics and deportment combined were presented in February to:

1. Paul E. Williams.....\$15.00
2. Glen M. Weakley..... 10.00

The Girard Band Association Prizes to students showing the greatest proficiency in the orchestra were presented in February to:

1. William B. Biester..... \$5.00
2. William S. Heavner..... 2.50

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand, were presented to:

- George M. Heisey, September Award.....\$10.00
- William F. Cregar, February Award..... 10.00

The F. Amédée Brégy prize of \$5.00, awarded to the student of the Art Class producing the best water color, was divided into two prizes of \$2.50 each, which were presented in February to:

1. Joseph Hefferman
2. Robert H. Scheirer

Two special art prizes awarded by Miss Edith M. Brégy, teacher of the art class, for the best drawing and marked progress, respectively, were presented in February to:

1. John A. Sippel..... \$2.50
2. Louis L. Baker..... 2.50

A bronze medal, awarded by the American Legion, through the Stephen Girard Post, No. 320, to the student of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined, was presented in February to:

Francis X. Coyle.

A Key Man prize was presented by Girard College as follows:

*Class of June, 1925*

George M. Heisey, Books to the value of \$50.00

Special Prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill,  
and to the Captain of the company ranking second :

**September Awards :**

1. Lawson S. Earl, Company D, Saber.
2. Francis J. Logan, Company B, Silver Medal.

**February Awards :**

1. Frederick Jones, Company A, Saber.
2. Lawson S. Earl, Company D, Silver Medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill and a bronze medal to the cadet ranking second :

**September Awards :**

1. Irvin L. Stetler, Private, Company A.
2. Malcolm L. Fink, Private, Company B.

**February Awards :**

1. Robert J. Moffett, Sergeant, Company C.
2. Thomas F. N. Levay, Sergeant, Company C.

Photographs of the winning companies were presented to members of companies D and A.

**Prizes presented by the College for proficiency in Piano Music :**

1. George Pinebird ..... \$5.00
2. George D. Hoagland..... 2.50

**Prizes presented by the College for proficiency in Manual Arts :**

**September Awards :**

1. John C. Todisco, Books to the value of... \$5.00
2. Robert J. Simes, Books to the value of.... 3.00

**February Awards :**

1. John W. Deimler, Books to the value of..\$5.00
2. Armando Castellani, Books to the value of 3.00

**Prizes presented by the College for the best singing with soprano or alto voice :**

1. Howard F. Higgins, Books to the value of \$5.00
2. John T. Frees, Books to the value of.... 2.50

The special prize awards as at present constituted are as follows :

**KEYMAN PRIZE** (Presented in February and September) \$50.00 in value.

Awarded to the student graduating with the best combined record in scholarship, athletics, and citizenship. Announced at commencement exercises.

**WAGNER PRIZE** (Presented in February and September) Gold Watch.

Awarded to the student graduating with the highest scholastic standing for the last two High School years.

**L'ALLIANCE FRANCAISE PRIZE** (Presented in February and September) Bronze Medal.

Awarded to a student in the High School for proficiency in the French Language and Literature.

**MILITARY PRIZES** (Presented in February and September).

To Captain of Company showing greatest proficiency in competitive drill—Saber.

To Captain of Company ranking second in competitive drill—Silver Medal.

To cadet showing greatest proficiency in individual competitive drill—Silver Medal.

To cadet ranking second in individual drill—Bronze Medal.

To each member of Company showing greatest proficiency in competitive drill—Company Photograph.

**PIANO MUSIC PRIZES** (Presented in February).

To student showing greatest proficiency, \$5.00.

To student showing greatest improvement, \$2.50.

**VOCAL MUSIC PRIZES** (Presented in February).

First, Books to the value of 5.00; Second, Books to the value of \$2.50.

To pupils doing the best singing with soprano or alto voice.

**MANUAL ARTS PRIZES** (Presented in February and September).

To pupil showing greatest efficiency in work in Department of Manual Arts—Books to value of \$5.00.

To student rated second in efficiency in work in Department of Manual Arts—Books to value of \$3.00.

**F. AMÉDÉE BREGY PRIZE** (Presented in February) \$5.00.

Awarded to the student of the Art Class who produces the best water color.

**SPECIAL ART PRIZES** (Presented in February).

\$2.50—To student making the best drawing.

\$2.50—To student showing marked progress.

**EARLY EIGHTIES PRIZES** (Presented in February).

*Henry Kraemer Prizes: First, \$10.00; Second, \$5.00.*

Awarded to high school students showing the greatest proficiency in Chemistry.

*Joseph A. Campbell Prizes: First, \$6.00; Second, \$4.00.*

Awarded to students showing greatest proficiency in Penmanship.

*John Humhreys Prizes: First, \$6.00; Second, \$4.00.*

Awarded to high school students producing the best essay on an assigned subject in English.

*John E. Rodgers Prizes: First, \$6.00; Second, \$4.00.*

Awarded to high school students showing greatest proficiency in drafting or some branch of Manual Training.

*Herman C. Horn Prizes: First, \$5.00; Second, \$3.00; Third, \$2.00.*

Awarded to students in the second year high school producing the best essays on an assigned subject.

**CENTRAL ALUMNI PRIZES** (Presented in February).

First, \$15.00; Second, \$10.00; Third, \$5.00.

Awarded to the students of the two Senior Classes for the best original declamations.

**WESTERN PENNSYLVANIA ALUMNI PRIZE** (Presented in February)  
Gold Medal.

Awarded to the student having the best all around athletic record for the year.

**CENTRAL PENNSYLVANIA ALUMNI PRIZES** (Presented in February).

First, \$15.00; Second, \$10.00.

Awarded to the students from Central Penna. attaining the best record in scholarship, athletics, and deportment combined.

**HARRY BROCKLEHURST PRIZES** (Presented in February).

First, \$5.00; Second, \$3.00; Third, \$2.00.

Awarded to the students of the trade and Intermediate High School Classes presenting the best essays on "Safety Devices."

**HOWARD L. WILLIAMS SHORTHAND PRIZE** (Presented in February and September) \$10.00.

Awarded to the student of the graduating class attaining the greatest proficiency in shorthand.

**GIRARD BAND ASSOCIATION PRIZES** (Presented in February).

First, \$5.00; Second, \$2.50.

Awarded for highest proficiency in the string orchestra.

**AMERICAN LEGION MEDAL** (Presented in February and September).  
Bronze Medal.

Awarded to that student in the highest grammar school grade attaining the best record in scholarship, athletics, and citizenship combined.

**CONDUCT PRIZES** (Presented in February and September) A prize is awarded each term to the boy in each section having the best conduct record in his section; also a prize to the boy in each section showing the greatest improvement in conduct.

## SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
	<u>\$64716.49</u>	<u>\$37372.90</u>	<u>27343.59</u>
Interest to December 31, 1924.....			\$4062.93
Interest for year ending December 31, 1925.....			\$1056.68
Total Saving Fund Deposits December 31, 1925.....			\$31,538.81
Accounts opened in 1921.....			159
Accounts opened in 1922.....			222
Accounts opened in 1923.....			196
Accounts opened in 1924.....			197
Accounts opened in 1925.....			192
Total number of accounts December 31, 1921.....			1136
Total number of accounts December 31, 1922.....			1172
Total number of accounts December 31, 1923.....			1198



Total number of accounts December 31, 1924.....	1223
Total number of accounts December 31, 1925.....	1243

### STAMP ACCOUNT

	<i>Value Dec. 31, 1925</i>	<i>Total</i>
57 War Saving Stamps, Series of 1921.....	\$5.00	285.00

### TOTAL SAVINGS OF PUPILS

Saving Fund .....	\$31,538.81
Stamps .....	285.00
War Savings Certificates.....	43.40
Liberty Bonds .....	50.00
Total .....	<u>\$31,917.21</u>

Shortly after the first of the year the War Saving Stamps, Series of 1920, to the number of 115, held for the account of students of the College, were presented for payment at the face value of \$5.00 each, a total of \$575. Of this amount \$460 was deposited to the respective Saving Fund accounts of students and \$115 returned to students who had left the Institution.

### HEALTH

The Visiting Physician draws attention to the limited amount of serious disease which we have had during the year. We had the misfortune to lose three boys during 1925 two of whom died from chronic illness which had persisted over a considerable space of time, and the third from an accident.

With as many growing boys as we have it could hardly be otherwise than that we should have had epidemics of such children's diseases as mumps, measles, and scarlet fever. Although the onset of these diseases was quite severe in a number of instances, it is a pleasure to report that there were no complications or serious after effects. The Schick test and diphtheria immunization have been continued during 1925, and we are able to chronicle another year without a single case of diphtheria.

From the statistics which follow it will be seen that by far the larger number of cases housed in the Infirmary have been for observation. The Visiting Physician explains this from the policy of treating every complaint which reaches the Infirmary seriously, and of admitting many boys into the house as a precau-

tionary measure. While this procedure increases the Infirmary statistics it no doubt heads off many cases of more serious illness.

In the report for 1924 attention was drawn to the large number of boys who had been afflicted with acute catarrhal conjunctivitis, the total as recorded for the year being 172. A careful inquiry as to a possible cause for this pointed to the swimming pool and changes were made in the methods of sterilizing the water, and the condition improved, indicating that this was a possible cause. In any event the number of cases of acute catarrhal conjunctivitis in 1925 decreased to 59.

The Ophthalmologist reports the routine examination of 1518 boys to determine conditions of their vision. There were 467 boys aside from this total who applied for examination and treatment during the year, and of these there were 450 visits subsequent to the first examination. The Ophthalmologist refracted the eyes of 124 boys and gave treatment for affections other than refractive errors to 180. The total number of visits to the Ophthalmologist aggregated 2435.

The Ophthalmologist reports on the good record of the Mechanical School during the year under review, stating that no injury of a serious character was received from that branch of the work in the entire year.

The statistics of the Infirmary show that the number of admissions for tonsillitis in 1925 was but 56; by comparison it is found that the number of such admission in 1924 was 176. There is a possible relation between this change and the operations for the removal of infected tonsils and adenoids; during 1924 the number of such operations was 197 and during 1925, 141. The policy of the physicians now is to have tonsils removed in all cases where they are infected.

A further gratifying observation of the Visiting Physician is that there has been a decided falling off in the number of boys admitted into the Infirmary having rheumatic fever. The number of such cases was 12 in 1924 and the number in 1925 was reduced to 3, all of these being mild in character. Inasmuch as there is a relation between rheumatic fever and diseases of the heart this decrease is gratifying, and it is our hope that the improved conditions may continue.

The chief of the ear, throat and nose work reports that during the year he treated 449 boys for nasal diseases, 210 for ear trouble, and 163 for throat lesions. In operative work the ear, throat and nose chief did, in addition to the 141 tonsil and adenoids and operations mentioned above, 11 submucous resections; he also did 10 ear operations, removed 1 nose tumor, did 1 mastoid and 2 tubinectomies.

In addition to the service of the medical department reviewed above, the staff has given a thorough physical examination of 213 boys who were leaving the College and has similarly made examination of 359 boys who were presented for examination for admission into the Institution.

The good health of the boys of Girard College is proverbial. The medical service is primarily responsible, but contributions to the same end are made by the other branches of the service, as schools, household, Steward and domestic economy. Vigilance in keeping water and milk free from contamination, in maintaining good sanitary conditions, and in furnishing a nutritious and adequate diet, clean clothing, opportunities for the daily bath, a generous amount of recreation and fresh air, with plentiful sleep, are of direct result. The combined effect is a splendid condition of health while boys are here, and the endowment of good health and good health habits when they leave.

In the regularity of life and a proper basis for health in the habits of the boys the following figures are significant. Seventy boys who made up three school classes in the first half of the fourth school year were carefully weighed by their teacher in November and again in December. It was found that of this number 62 made a gain in weight, 4 had lost weight, and 4 weighed exactly the same. The same boys were weighed again in January after the Christmas vacation, when practically all of them had been out of the College, and it was found that 26 had gained in weight, 37 had lost weight, and 7 weighed the same that they had weighed in December. Nothing would appear to be more convincing than the above figures as to the effect of regularity of life and proper health habits upon physical condition.

During 1925 Dr. William R. P. Emerson made detailed stud-

ies on the physical condition, weight, height, fatigue, food, and health habits of the freshman class of Dartmouth College with surprising results. Although the class was of picked men, it was found that thirty percent. of the number were seriously under weight. With a border line group, slightly under weight, there was a total of fifty-five percent. of the class that was below par physically. A similar test at the Massachusetts Institute of Technology showed that fifty-one percent. of the freshman class was in these two groups.

The report of Dr. Emerson mentioned above presents a situation which calls for serious concern. Dr. Emerson adds, "An extended study of hundreds of young people by the Carnegie Institution of Washington has shown that liability to respiratory diseases and nervous disturbances is increased for those who are under weight three to six times over that of the general population, while liability to tuberculosis becomes six to twelve times as great."

As to the disabilities from under weight and its effect on physical condition Dr. Emerson made the following report, "In our work with under weight college men we find that they average about six physical defects each—a range of from two to ten defects. About half of these are due to naso-pharyngeal obstructions and about one quarter are defects of posture. From a third to a half of the men have already had operations for the removal of diseased tonsils and adenoids. In a single group eighty-four percent. were recommended for expert nose and throat examination. Forty-eight percent. received negative reports and thirty-six percent. of all were advised to have throat operations."

The figures above given would be more unbelievable if substantially the same facts had not been brought to public attention by the physical examination of the men selected by the draft during the late war. That examination showed that about one-third of the young manhood of America was in some way unfit for military service. It was true that some of the physical defects found from the army medical examination could be remedied by surgical and medical service, but as these men were living in society, one out of three was not a good physical specimen.

The Dartmouth examination indicated that in general college students have faulty food habits; that they eat insufficient food, or improper forms of food, and that they smoke too much and smoke at improper hours. The above indicates the need for the forming of correct habits of eating, and for the establishment of a proper physical foundation for life.

For years we have been troubled by the breakdown in the health condition of a number of Girard College graduates within the first three years after they leave the College. The regularity of life which they have had here with a careful supervision of their habits, have kept them well, but when these boys are thrown on their own responsibilities not a few of them fail to continue the régime under which they have formerly lived, and the health of many has gone down like the proverbial house of cards. So common has been this result that we are now moved to undertake the preparation of a special set of directions covering the health habits of young men so that Girard College graduates may take this with them and have more definite counsel than they now are given in conserving and protecting their health.

The following is a classified list of the diseases, operations and other matters of record for which pupils of the College were under observation in the Infirmary during the year 1925.

GENERAL DISEASES		RESPIRATORY DISEASES	
Anaemia with splenic enlargement (Gaucher's Disease) ..	1	Bronchitis, acute .....	166
Chorea .....	2	Bronchitis, chronic .....	1
Diabetes .....	1	Laryngitis .....	5
Dementia, senile (maid) ....	1	Pneumonia, lobar (two employees included..) .....	4
Endocarditis, chronic .....	3	Pneumonia, broncho .....	6
Epilepsy .....	2		
Rheumatic fever .....	3	Total .....	182
Goitre, exophthalmic (maid). (sent to Jefferson Hospital for operation and treatment)	1		
Hematuria .....	1	GASTRO-INTESTINAL DISEASES	
(study at Jefferson Hospital suggested polyp of kidney)		Abdominal pain .....	7
Renal calculus (employee) ..	1	Constipation .....	2
Serum sickness .....	2	Diarrhoea .....	3
		Gastro-enteritis .....	14
		Jaundice, acute catarrhal ....	6
Total .....	18	Total .....	32

## SKIN DISEASES

Dermatitis venenata.....	6
Erythema, simple.....	12
Herpes zoster.....	2
Impetigo contagiosa.....	10
Psoriasis.....	1
Pediculosis capitis.....	7
Pityriasis rosea.....	4
Scabies .....	1
Tinea circinata.....	1
Urticaria .....	4
<hr/>	
Total.....	48

## EYE DISEASES

Burn of cornea.....	1
Conjunctivitis, acute catarrhal	59
Conjunctivitis, simple.....	10
Conjunctivitis, traumatic.....	1
Foreign body in eye.....	4
Keratitis, phlyctenular.....	1
Keratitis, traumatic.....	1
<hr/>	
Total.....	77

## LOCALIZED INFLAMMATIONS

Abscess of jaw.....	1
Abscess of leg .....	2
Abscess, ischio-rectal.....	1
Abscess, peritonsillar .....	1
Abscess, alveolar.....	1
Arthritis, chronic (employees)	2
Adenitis, cervical.....	2
Cellulitis of leg.....	2
Furunculosis .....	8
Scalds .....	2
Ulcer of leg.....	1
Vaccinia .....	4
<hr/>	
Total.....	27

## ACUTE INFECTIOUS DISEASES

Measles .....	63
Mumps .....	30
Scarlet fever .....	61
Varicella.....	8
<hr/>	
Total.....	162

## OPERATIONS

Appendectomy .....	3
Cervical glands excised.....	2
Circumcisions .....	4
Hydrocele .....	2
Hernia .....	5
Mastoid .....	1
Submucous resection.....	11
Strabismus correction.....	2
Tonsils and adenoids removed.	141
Varicocele .....	8
Nasal polyp removed.....	1
Ear polyp removed.....	1
Op. for fistula in ano.....	1
Op. for fecal fistula, after appendectomy.....	1
Op. for prolapsed cornea, after injury .....	1
Psoas abscess opened and drained	1
Tenotomy, plantar tendons....	1
Tenotomy, plantar and tendo- Achilles .....	1
Op. for repair of torn patellar ligament .....	1
Op. for removal of broken glass from hand.....	1
Op. for removal of enlarged bursa from knee joint.....	1

Total..... 190

## NOSE, THROAT AND EAR DISEASES

Coryza, simple.....	10
Coryza, unusual epidemic form	161
Earache .....	13
Epistaxis.....	2
Otitis media, acute.....	35
Pharyngitis.....	15
Sinusitis .....	7
Tonsillitis .....	56
Vincent's angina .....	1

Total..... 300

## UNCLASSIFIED

Observation .....	831
Discipline .....	10
Total .....	841

ACCIDENTS			
Concussion of brain.....	3	Fracture, five ribs (Miss Lau)	1
Dislocation of elbow.....	1	Fracture, nose.....	1
Fracture, base of skull.....	1	Fracture, tibia .....	1
Fracture, fibula.....	1	Fracture, tibia and fibula....	1
Fracture, humerus (int. condyle)	3	Fracture, orbit .....	1
Fracture, humerus		Fracture, ulna .....	1
(epiph. separation condyles)	1	Sprains .....	21
Fracture, radius		Wounds, contused.....	28
(epiph. separation at wrist)	2	Wounds, lacerated.....	15
Fracture, radius.....	3	Wounds, infected.....	24
Fracture, radius and ulna....	3	Total.....	112

## DEATHS

Clem, Charles, aged 12 years, died March 14, 1925 from chronic valvular cardiac disease. He had been ill about two years.

DeConcini, Joseph, aged 9 years, died August 18, 1925 from a progressive form of anaemia with marked enlargement of the spleen: the symptoms were suggestive of Gaucher's Disease. He had been ill less than a year.

Nagel, Walter, aged 10 years, died October 14, 1925 from a fracture of the base of the skull and other injuries sustained in a fall from a third story window in Building 9.

The total number of patients housed in the Infirmary for all causes during the year 1925 was.....1989

## DENTAL DEPARTMENT

The detail record of the work done in the dental department during the year ending December 31, 1925, is indicated by the statistical tables given below. With the statistics for the past year are introduced comparisons with the work done in earlier years.

The dental service of the College has been more substantial and continuous during the past year than for several years preceding. The Dentist-in-Chief drew to the attention of the Committee on Household three possible methods of securing the necessary assistants for his work. One would be to acquire practically a new staff each year, and this is the method which has been followed for several years. The second plan contemplates a slightly increased remuneration for service in succeeding

years, thus holding men for a few years until they are more mature and experienced. The third plan would be to give a considerably increased remuneration to men coming and staying permanently in the positions here. The Dentist-in-Chief expressed the belief that the second of the courses above suggested is the desirable one, and this plan was approved by the Committee. With the increased remuneration one of the men has continued for a second year, and there appears to be the beginning of more stability and continuity of the work.

	1923	1924	Percentage	1925	Percentage
Amalgam fillings .....	1,538	2,470	60.6 Inc.	2,105	14.8 Dec.
Phosphate fillings .....	2,496	2,426	2.8 Dec.	3,084	27.1 Inc.
Gutta Percha fillings .....	127	292	129.9 Inc.	442	51.4 "
Temporary stoppings .....	188	266	41.5 "	556	109.0 "
Permanent teeth devitalized .....	21	75	257.1 "	106	41.3 "
Temporary teeth devitalized .....	0	0		1	100.0 "
Permanent teeth putrescent .....	9	49	444.4 "	40	18.4 Dec.
Temporary teeth putrescent .....	0	9	900.0 "	6	33.3 "
Permanent teeth abscessed .....	1	3	300.0 "	6	100.0 Inc.
Temporary teeth abscessed .....	2	27	1259.0 "	28	3.7 "
Permanent root canals filled .....	73	293	301.3 "	321	9.6 "
Temporary root canals filled .....	0	1	100.0 "	0	100.0 Dec.
Dental Radiographs made .....	105	373	255.2 "	400	7.2 Inc.
Inlays .....	45	67	48.8 "	129	92.5 "
Crowns .....	4	1	75.0 Dec.	9	800.0 "
Bridges .....	0	0		0	
Teeth cleaned .....	588	875	48.8 Inc.	838	4.2 Dec.
Extractions of permanent teeth .....	14	37	164.2 "	110	198.0 Inc.
Number of treatments .....	3,597	4,084	12.9 "	5,477	34.1 "
Total number of operations .....	8,776	11,186	27.5 Inc.	13,020	16.4 Inc.

#### INCREASE AND DECREASE FROM 1923 TO 1925

	1923	1924	1925
Permanent teeth devitalized .....	21	75	257.1 Inc.
Permanent teeth putrescent .....	9	49	444.4 "
Permanent teeth abscessed .....	1	3	300.0 "

#### DECREASE IN FOURTEEN YEARS

	1912	1924	1925
Permanent teeth devitalized .....	170	75	55.8 Dec.
Permanent teeth putrescent .....	151	49	67.5 "
Permanent teeth abscessed .....	22	3	86.3 "
Average .....	343	127	62.9 Dec.

Two new elements in the work of the past year are worth mentioning. One is a detailed statistical statement of the condition of the teeth of the boys as they are received into the College. These boys, slightly over 200 in number, have required 19.4 percent. of the work done. It was found that in these boys recently admitted, 32 permanent teeth and 373 temporary teeth



have been prematurely extracted, thus presenting conditions that are likely to lead to malocclusion and the necessity for later corrective service. The record for work on the boys recently received is as follows:

Fillings required in permanent teeth.....	867
Fillings required in temporary teeth.....	225
Number of permanent teeth prematurely lost.....	32
Number of temporary teeth prematurely lost.....	373
Number of boys requiring operative work.....	173
Number of cases of malocclusion requiring treatment.....	83
Number of cases of fair and good.....	84
Number of boys who probably do not require orthodontic treatment..	61
Number of boys who required only examination and cleaning.....	53

The Dentist-in-Chief also has entered on a more systematic general attention to the boys who need corrective treatment. The number of boys under observation, and the number of boys receiving attention in the field of orthodontia has very considerably increased, and the most distinctive accomplishment of the College in dentistry has been in this branch of the practice.

## GROUND S AND BUILDINGS

The Steward of the College, having supervision over the grounds and buildings, reports improvement in trees, vines and shrubbery. As the planting of earlier years comes to further maturity, the advantages from the breaking of the formal lines of the buildings, and relieving the gray stone color by shubbery and vines become increasingly apparent.

During the year also further treatment has been given to the playgrounds, rendering them more impervious to water, keeping down the dust, and making a smoother and harder surface. After much experiment, it has seemed that the tarvia product is the most satisfactory material for the treatment of our playground surfaces.

In 1924, at the request of the Board of Directors, the Fire Marshal's Office, of the City of Philadelphia, made a thorough inspection of all the buildings of the College as to the adequacy of protection against possible loss of fire. Numerous suggestions were offered for the construction of additional fire escapes,

and the installation of numerous automatic sprinklers, fire gongs, and other devices to afford greater protection. The suggested changes were carried forward during the latter part of 1924 and in 1925, and at the close of 1925, on invitation, the Fire Marshal's Office again made an inspection and reported that the recommendations as made had been fully and satisfactorily carried out.

In the direction of furnishing greater security, an additional rail was installed about the front of the gallery in the Chapel. Accidents seemingly will happen where so many boys are together, but our effort has been to afford all possible protection to the life and limb of both boys and employees.

The most notable building change of the year was the extension and remodeling of the Mechanical School Building. That work was brought to a conclusion in June last, and the Mechanical School entered on the new appointments in September. The transfer of certain classes to the Mechanical School has made possible extensions and reorganization of the Library and of the Commercial Department of the High School. Thus the change in the Mechanical School has made itself felt throughout the Institution.

Hot water heat was extended to the Mechanical School as reconstructed. Practically the whole Institution is now heated by the circulation of hot water. This gives an equitable, moist temperature. In addition, it has led to obvious economies in the consumption of coal. For example, when a comparison is made between the years 1922 and 1925, it is found that we burned in the last named year 3236 tons of coal less than in the first named year, or a percentage saving of 28.2 percent. These figures are all the more striking when one takes into consideration that in 1925 there was the heating of the Armory, and of the enlarged Mechanical School, over and above the heating of the buildings used in 1922. Various other factors have resulted in this coal economy, such as newer and more economical engines, the lowering of the temperature of the domestic hot water, the circulation of water in the swimming pool, the introduction of new steam traps in kitchens and laundry, and the installation of steam and hot water meters to keep a more

accurate control of the supplies of steam and hot water in the various buildings, but probably the saving has come most largely from the change from steam to hot water as a method of heating the buildings.

The matter of further building changes and better utilization of the grounds within the present enclosure are not reported on in this connection. During the year the staff of the College has been called upon by representatives of the Board of Directors for detailed information in the directions indicated, and reports have been made at length, and suggestions offered in compliance with these requests. It, therefore, does not seem necessary to present these detailed reports here.

It is of interest, however, to draw attention to the fact that the St. Paul's School at Concord, New Hampshire, was considering in 1925 the erection of four new rooming houses, each to accommodate approximately forty boys, and to furnish appointments for one master with a family and one master who is not married. Similarly, the suggestion is made that there is need for a new dining hall or a new grouping of three dining rooms with a kitchen for the entire unit. The Rector of St. Paul's draws attention to the fact that the latter plan does not impose added cost of administration over the former, and he believes that this plan offers decided advantages.

It should be noted that the suggestions which have been repeatedly offered in annual reports looking to the conversion of Building One into quarters for four families of boys, each group to have its own dining room, but all dining rooms to be supplied from a central kitchen, conform in essential details to the plan recommended for St. Paul's. It is still our hope that this ideal may be realized.

## DOMESTIC ECONOMY

A few changes have been possible in the development of the work in Domestic Economy during the year. The administrative staff of the department has remained intact, and the service as before rendered has been continued and enlarged upon in such ways as have been found possible under the limitations of the present conditions.

One innovation of interest was the addition of sweater vests in the winter clothing outfit of all boys who wear blouse suits. This addition was made at the suggestion of the Visiting Physician, and the plan as outlined met with a cordial reception from the boys. These knit vests in colors proved presentable, and the change worked out satisfactorily.

The Superintendent of Domestic Economy reports an increase in the subsistence charge for 1925, as compared with 1924. This was in part due to the purchase of a larger quantity of canned goods in the autumn, thus deriving the advantage of a purchase when the market was at the lowest, and of a favorable price from the securing of a larger quantity. The availability of the old Armory under the dining room of Building Eight for storage purposes has made it possible to secure a year's supply of canned goods with the advantage of a favorable market, large purchase orders, and freedom from storage charge.

Another explanation for the increase in subsistence cost is a greater variety, and an enlarging of the diet. The amount of milk and butter consumed was slightly larger than was the consumption of these articles in 1924. There were also extraordinary expenditures for kitchen and dining room equipment, which have added to the total of subsistence charges.

If from the total charge for subsistence there be deducted the amount which was not spent for food stuffs, the net total would be \$279,207.64. Basing the consumption on the number of boys only, the per capita cost for subsistence was \$192.73. If officers and help were included the per capita cost for subsistence was \$163.21. If the food stuffs alone were made the basis of the computation, the per capita cost, basing the computation on boys only, was \$182.96. If the officers and employes were added to the number of boys, the per capita cost for food stuffs for the year was \$154.94.

Still another item may be of interest. If all persons receiving meals were taken into the computation, and the figures were reduced to a per diem basis, the cost per person per day for subsistence at Girard College during 1925 was forty-nine and a half cents. The cost of food stuffs per person per day was forty-seven cents.

The expenditure for clothing during 1925 was 5.14 percent. greater than in 1924. This was due in part to the sweater vests mentioned above, in part to a larger number of outfits given to boys leaving the College than was true in the preceding year, and in part to a slight increase in the cost of clothing for the boys who were in residence. The cost for clothing per boy in 1925, including all items, was \$90.92.

It is a pleasure to report that the College realized during the year 1925 the sum of \$2550.60 from the sale of waste materials, such as old barrels, boxes, discarded books, waste paper, scrap iron, and rags.

## ADMISSION AND DISCHARGE

The Superintendent of Admission and Discharge prepared during the autumn a detailed report on "The Service of Girard College," as he viewed it. This report, which was printed in *Steel and Garnet*, may be accepted as a summary of what the Superintendent regards as the real accomplishment of the work which falls to his supervision. It is a pleasure to say that this report received many words of commendation from the Alumni and others into whose hands it fell. The concluding part of it bears so definitely on the work of the College that some paragraphs are appended to this report for the year.

"One of the greatest concerns of the authorities of the College is to maintain as close and effective a relationship with the boy's family and home life as can be done. Besides the permission granted to boys to visit their own homes on Saturdays, as indicated above, there is a vacation period at Easter of five days, and another at Christmas of eight days, and in the months of July and August. Whenever the family is able to have them and conditions are suitable, the boys are encouraged to go home during these periods, the only reservation being that boys whose homes are in a built-up district of Philadelphia are not permitted to spend the whole two months of the summer vacation there. Special arrangements have to be made for such boys for their summer care and recreation, but out of the whole population there have been in recent years only about one-third of

the boys remaining in the College. The expense of transportation is provided for boys making such visits at Christmas and for the summer vacation.

"Mothers are also invited to come to the College on special occasions, and these so-called Mothers' Days occur three times during the year. There are also the usual school holidays on which the boys are allowed to visit their homes. The older boys in what are termed the organized classes are also given the privilege of visiting their homes on Sunday afternoons from one until six P. M., and this gives an added opportunity for them to keep in touch with the whole family group. Reports are rendered to the mothers or guardians of boys each month and their influence invited to stimulate and encourage the boys to meet the requirements of their school and home life. In case of serious illness a boy's mother is sent for at once, and is permitted to remain with him until the crisis is past. In such ways, therefore, there are constant efforts made to keep alive a vital contact between a child and his home life, and the cases are rare when bonds of affection and interest are not keenly maintained.

"Also the contacts with the life of the community outside are greatly aided by employment which the boys have on Saturdays and during their summer vacations. A number of the large stores make regular requests for quite large groups of the older boys for employment on Saturdays, as salesmen, stock-boys and messengers, and the general impression of gentlemanly appearance and bearing has had a marked effect upon such employers, for these boys are in constant demand often in larger numbers than we can supply. This is also true of the summer employment when efforts are made to secure work for all boys past fourteen years of age who might otherwise have to remain in the College throughout the vacation period. We have very few such boys who are not regularly employed in this manner, and as they are allowed to live at home while so employed, they are in many instances of very distinct help to their mothers by reason of their earnings.

"It has seemed important enough thus to enumerate in considerable detail the different phases of a boy's life in Girard

College in order to make it clear that the training and education given does not materially disturb the bond of affection and interest which it is so desirable to maintain between a boy and his home and family life. He is, of course, separated from his family for the greater portion of the time, as is the case in many homes where it is found necessary to send boys away to boarding schools for the training and education which they cannot receive at home, but the fact that he is receiving supervision and training of a high order which is fitting him to return to his home life equipped to contribute in a very substantial way to the up-keep and standards of the home, is ample justification for the separation.

"Besides admitting boys to the College. the work of the Department of Admission and Discharge has to do with their dismissal, and it is in this phase of our work that the striking results of the training given here are observed. In making the transfer of the boy to his home life, it has been extremely interesting to see how quickly the adjustment is made in most instances. Nearly every mother visited tells how homesick the boy is at first for his chums and the companions of his school days, but this feeling soon gives way to the normal sentiments toward his home and family. Very few boys fail to respond to such influence in the home, which is a true index of the sort of relationship which has been maintained throughout the boy's life in the school.

"Each boy on leaving the College is placed in a position, and during the first year he is at home efforts are made to keep in touch with him to see how he progresses in his employment. The boy and his family are encouraged to keep us informed of any unusual events in which the service of the College might be helpful, and in this way we are able to maintain a real guiding influence in the young man's career after he gets started in life. Contacts are maintained through correspondence and other means for a period of five years, and often longer if special circumstances indicate that the backing of the College can be helpful. The boys, however, are given to understand that they are expected to rely upon their own resources, and our general experience has been that they do this.

"One of the chief criticisms offered regarding training in Girard College and similar schools has been that the per capita expense is disproportionate to the results obtained. This is after all a matter of opinion, and a fair judgment can only be obtained by a full consideration of all facts. The cost of maintaining a pupil in Girard College is approximately \$950.00 a year, but when consideration is given to the fact that so many special forms of training and education are maintained here, it is obvious that such education, wherever obtained, cannot be other than expensive. The thorough equipment of the Mechanical School and the effort all along the line to adapt the training to the full capacity of each boy, means that a goodly number of special activities must be maintained and special adjustments made, all of which in any educational system are costly. The fact that Stephen Girard's will states that he wishes to give a better education than the public funds afford, is ample warrant for the continuance of the policy of giving the best education obtainable to his wards. After all, the results obtained in the training for citizenship and usefulness in the community are the tests which should be applied to any school of this sort, and the thousands of mothers in Philadelphia and throughout the state who can testify to the very great help which Girard College has afforded them in the training and upbringing of their children, is all the testimony that is needed to justify its work. The graduates of the College and their employers by the thousands can be brought to witness to the fact that Girard College has given to these boys an equipment for life as to character, physical stamina and mental development which the circumstances of their early life would not otherwise have afforded.

"There is no occasion for difference of opinion as to the desirability of every child having the advantages of individual home care wherever conditions can be made to provide adequately for his physical needs, his educational advancement and his proper moral discipline and guidance. How difficult it is to provide all of these essential factors, especially under present-day social and economic conditions most parents today can testify, for when both parents are living to share these responsibilities the problem taxes their combined resources.



"On the other hand, the problem affecting children whose fathers are dead presents difficulties that are well nigh insuperable for the mother who must provide even the partial support of her children and supervise all of their health, educational, and disciplinary requirements besides.

"A school such as Girard College has a contribution to make to the welfare of such families that can very definitely lighten the burdens of the mother, releasing to that extent her energy and time for the more adequate meeting of her other responsibilities, and in many cases saving her from the possibility of breaking down under the great physical and nervous strain put upon her. Over and over again, letters come to the President of the College from mothers telling just what the care of the boy has meant to them and to their whole family. A striking example is the mother who approached the President at the last graduation to express her appreciation for the help which the care of her four boys in the College has been to her, and the opportunity it has given for her to provide for herself and plan for their future. She has been able to help the boy who has just graduated to enter college this fall, and is similarly ambitious for the other three boys as they finish their studies here.

"Many homes which I visit tell similar stories, and the addition which a young man can make to the economic security of such homes when he leaves Girard College equipped to earn his way and contribute to the family budget is always spoken of as well worth all it has cost in the necessary separation not only, but, in many instances, it has been the only means by which the mother could have met the task confronting her at the death of the boy's father.

"Therefore, the advantages of the training given to boys in Girard College work out in such a practical manner to the great good of the boy and the improvement of the condition of his home and family, that some of the limitations which naturally inhere in any institutional work are very largely offset.

"Girard College was designed many years ago by its founder to meet a condition of great need and not to constitute a complete answer to an ideal theory, and the work has gone on for

over seventy-five years making its generous contribution to the upbuilding of character and good citizenship, and is destined to continue its work for generations to come."

Miss Eliza Finnesey, who had served as Assistant Field worker in the Department of Admission, resigned in the spring so that she might continue her studies at the University of Pennsylvania. Her place was taken by Miss Dorothy Shelmire, a recent graduate of the University of Pennsylvania, who had had a year's experience in the social service department of the Hahnemann Hospital. Miss Shelmire has good training, and a breadth of view, and she appears by personal quality, interest and equipment to be fitted for the work she is to do at Girard College.

One of the interesting tendencies in the past year has been the reduction of the size of the waiting list. At the close of the years 1921, 1922 and 1923, the names on the waiting list were above 700. A downward tendency was noted at the close of 1924 when the number on the list had been reduced to 644. This same tendency is further observed on December 31st, 1925, when the names on the waiting list totaled 523. As the number being applied for was substantially the same in 1925 as in 1924, this reduction is to be accounted for by the removal of a larger number by examinations.

As the number on the waiting list has been reduced, so the length of time that a boy's name must stand before his turn for examination is reached has been similarly lessened. Instead of a boy waiting from twenty to twenty-four months, as was true three or four years ago, for his examination, his turn is now reached at about fifteen to eighteen months.

The summary of admissions is indicated by the accompanying table on the next page.

# BOYS EXAMINED FOR ADMISSION IN 1925

	<i>Spring</i>	<i>Fall</i>	<i>Total</i>
Admitted .....	95	131	226
	53	80	133
Applicants declined.....			
Mental .....	41	62	
Physical .....	6	4	
Mental and Physical.....	2	10	
Financial .....	1		
Percentage Declined .....	34 p. c.	36.7 p. c.	35.8 p. c.

The following is a classification of pupils admitted:

PHYSICAL DEVELOPMENT		PSYCHOLOGICAL	
Good .....	107	Good .....	79
Normal .....	110	Normal .....	96
Fair .....	9	Fair .....	50
	226	Poor .....	1
			226
ANTHROPOMETRIC		AGE ENTERED	
Above standard .....	154	6 -6½ years .....	1
Above height .....	22	6½-7 years .....	
Above weight .....	9	7 years .....	8
Below standard .....	41	7½ years .....	50
	226	8 years .....	44
SCHOOL		8½ years .....	44
Good .....	38	9 years .....	32
Normal .....	93	9½ years .....	47
Fair .....	83		
Poor .....	12		
	226		226
OPTICAL		Average 8 years 4 months	
Normal .....	222		
Fair .....	4		
	226		

## CLASSIFICATION

On grade and above.....	39
On grade and less than one year below.....	126
More than one and less than two years below grade.....	53
More than two years below grade.....	8
	226
Below normal by the form board.....	17

## ALUMNI

Two Alumni activities of the past year which call for mention are the publication of *Steel and Garnet* and the endowment of prizes by the Early Eighties.

*Steel and Garnet* continues to be issued under the Board of Governors of the Alumni Association. The Secretary of the Alumni is the business manager of the magazine, and the Editor is selected by the responsible board of the alumni.

Under the editorial supervision of Arthur E. Fink, *Steel and Garnet* has improved steadily. Articles of a more serious character and of a higher degree of merit have been included. News notes of the doings of the alumni appear in considerable volume, and interpretations of the College and its work have been included from month to month. Some of these latter have been by the alumni, some by members of the College staff, and some by outsiders. An alumni magazine which presents the College to the world is necessary if the Institution is to be properly understood. We feel that this service has been well rendered by *Steel and Garnet*.

The Early Eighties, as a branch of the alumni, have given repeated evidence of their progressive spirit. During the past year they consummated a plan by which \$3000 was placed with the Board of Directors of City Trusts in trust for the establishment of prizes bearing the names of five representative members of this group of the alumni. These are the Henry Kraemer prizes for chemistry, the John Humphreys prizes for best original essays on an assigned subject in English, the John E. Rodgers prizes for proficiency in drafting or some branch of manual training, the Joseph A. Campbell prizes for proficiency in penmanship, and the Herman C. Horn prizes for the best essays on an assigned subject for boys in the second high school year. It is gratifying to feel that these prizes will go on in perpetuity. For the present the John Humphreys prizes will be for essays on the annual trip of the senior classes to Washington, and also, for the present, the Herman C. Horn prizes will be for the best essays on "Thrift" by boys in the second high school year.

Alumni, young and old, have communicated with the Presi-

dent's office, scores of times during the past year, showing the grateful appreciation for the service rendered by Girard College. Young men and men in mid-life say that they are seeking to carry out in their careers the principles which they were taught in the Institution, and that they have not wholly failed comes to us again and again from those who have to do with these men. The active head of a prominent business concern wrote in just at the close of the year, stating that he had had a considerable experience with graduates of Girard College, and that in every instance they had proved to be above the average.

(The older alumni have as keen an interest as have the younger in the College and its work. If honors come to them, they are prompt to let us know, and to give the College credit for the success which is theirs. A man beyond middle life, who is prominent in one of the large publishing houses of Philadelphia, wrote in the present month, "What I am, I owe to my early training at the Institution which was my guardian angel during my youth." Expressions of a similar character might be multiplied did space permit.

The alumni have not been unmindful of the debt which they owe to the College, and not infrequently they have sought to render some service in return. This feeling of loyalty has made it an easy and pleasant task to solicit funds to aid the younger graduates of the Institution who are seeking to better their preparation for life by continued education. Quite a group of the younger graduates are in colleges and universities, some pursuing undergraduate courses and others are in the professional schools. These boys find it possible to go to college only because of the aid extended to them by the Lawrence Todd foundation, by endowed scholarships, or by contributions of their fellow alumni. Than giving this aid there can be no more useful work.

## CONCLUSION

During 1925 the executive staff made detailed recommendations looking to extensions and betterments of Girard College to representatives appointed by the Board of Directors of City Trusts. These have already been presented to your honorable

body so that these recommendations may be omitted from this report.

Much is said these days in criticism of institutions in popular addresses and the public prints, and no doubt some of this criticism is well founded. Those who are concerned in the management of Girard College, either on its official Board or in administrative control, would probably agree unanimously with the statement that a good home is the ideal place for bringing up a child. This, however, implies that the home is intact, and that it has adequate means for rearing and educating a boy. It also implies that the home is competent and that it will discharge its function as an agency in education. Each boy admitted into Girard College is received only by virtue of the death of the natural head of the home and the bread winner of the family. Many homes are so ineffective for purposes of education that often the best thing that can happen to a child is to be sent away from the home during the period of adolescence. A head-master of a boarding school for boys, who for a generation has had to do with those sent to him from private homes, is credited with the statement that parents are the last persons in the world to bring up children. No doubt this is true of some parents.

Certain it is the conclusion that all boarding schools and institution are iniquitous, and that all homes are desirable as educational agencies, results from a blinding of the eyes to the facts in the case. As set forth in the extracts from the essay of the Superintendent of Admission and Discharge, quoted on earlier pages, the work of Girard College is so conducted that it does not dislocate the home; it recognizes and strengthens the home tie. Boys are not educated away from their homes in Girard College; instead they are trained to go back to their homes, and to their families and to render a better service than could be rendered if the training of the College had not been given.

The beneficent endowment which has grown from Girard's investments, the far-seeing plans which he himself made for his Institution, the accumulated experience of seventy-eight years in the training of boys, and the determining power of tradition all give to Girard College an efficiency in training those who come to the Institution which would otherwise be denied to

most or all of them. The College has justified itself in the lives of its graduates, and in the service which they have rendered ; it can go forward with the consciousness of doing a needed work which otherwise probably would not be done.

Girard's ideal was to serve the public through the training of the individual. A recent English comment on education in England was to the effect that the government spent one pound in the attempt to make boys fit to live in the world, and at least three pounds to make the world an unfit place for them to live in. All of the Girard millions have been devoted to the double purpose of making the world a better place in which boys may live, and also of equipping boys better for the lives they are to lead.

A recent estimate by the crime commission of Chicago shows that crime costs that city approximately \$90,000,000 a year, and that the annual cost of crime to the United States is billions of dollars. One wonders whether America has yet learned the lesson of Daniel Webster's Plymouth Rock oration delivered in 1820, that it is cheaper to equip men by education to care for themselves and to be safe and dependable members of society than it is to provide for the incompetent and the vicious, who have grown up without proper training and equipment. More than one hundred years ago, Edmund Burke uttered the aphorism, "Education is the cheapest defence of nations."

"Why build these cities glorious  
If man unbuilted goes?  
In vain we build the world unless  
The builder also grows.

"We all are blind until we see  
That in the human plan  
Nothing is worth the making  
If it does not make the man."

As we began this report for the year with the thought that all education is self-education, so at its conclusion we point the moral that all true power is self-discipline, and that men should

be trained to find their places, to do their work, and to meet the reasonable responsibilities of life without the compelling influence of authority. It has been wisely said that liberty is the power to discipline one's self in order not to be disciplined by others.

In its uneventful way Girard College has completed another year of service to a group of boys and young men. The work which has been done is unique. Those who have had an intimate contact here, and those who have touched the College only casually, unite in expressions of admiration for the ideals which led to the founding of Girard College, and for the fidelity of those who in successive generations have been carrying these ideals into actuality. Once again we record our deep sense of the privilege which is ours.

Respectfully submitted,

CHEESMAN A. HERRICK,

*President.*



## GENERAL PRIZE AWARDS

February 1925 to June 1925

### HIGHEST SCHOLARSHIP STANDING IN CLASS OR DEPARTMENT

Bruce F. Branstetter, 5A-2; Armando Castellani, 6B-1; William F. Cregar, S-1; Arthur D'Alo, 1-2; Charles Davis, 3B-1; John L. Dunlap, General Science; Edward Edmunds, 4A-1; Emanuel Esposito, 4A-3; Paul Frankel, 6A-3; Russell A. Graden, Mechanical Instruction; Eugene P. Harvey, 5B-2; George M. Heisey, (3) S-2, English, Stenography and Typewriting; George O. Herker, 5B-3; Walter E. Jones, 2B-2; William J. Jones, 3A-3; Robert E. Kauffman, 5A-1; Charles Kennedy, 6B-3; Joseph L. Kingsmore, 4B-3; Charles A. Liebig, 6A-2; Earl R. Liebig, 4A-2; Francis J. Lowe, Bookkeeping; Reed L. Mc Cartney, 7B; Robert E. McHose, 2-2; Oscar D. Mabry, 2-1, Hyman Maron, (2) J-1, Spanish; Floyd C. Minter, 5B-1; Henry W. Miller, 2A-1; Isaac Moskowitz, History; Carl E. Ostrom, 7-A; John T. Reidy, 2-2; William A. Schmidt, 5A-4; Robert M. Schutz, 2A-2; Forrest R. Shaub, 3B-2; Howard R. Schultz, 4B-1; Frank P. Singles, 3A-2; Mattia A. Spinelli, 4B-2; George W. Stoehr, (2) 1-1, French; Perry N. Storm, (2) J-2, Chemistry and Physics; Raymond Strittmatter, 3B-3; Randall P. Swavelly, 3A-1; Gerard Terlingo, 6A-1; Stephen A. Walton, 6B-2; Max Weinstein, Mathematics; Willard M. Zurfleih, 5A-3.

### GREATEST IMPROVEMENT IN SCHOLARSHIP

Warner R. Amacher, 3B-3; Edwin E. Brown, 2A-2; Thomas R. Cox, 5A-2; Frank DiMeo, 5B-3; Thomas Downie, 2A-1; Raymond F. Ford, 5B-1; Ivan J. Foreman, 4A-1; Joseph Fox, 6B-2; Lee F. Gassert, 5A-1; Samuel M. Geist, 4A-3; Vincenzo Giovielli, 3B-2; Samuel Kagel, 6B-3; William E. Kerstetter, 6A-1; Frederick W. Kessler, 5A-3; Charles E. Kistler, 4B-2; Terence H. McLaughlin, 4B-3; Edward Martin, 3A-3; Eugene C. Miller, 6A-2; William P. Mosier, 4A-2; Norwood S. Patton, 3A-1; Elmer E. Roan, 6A-3; Robert W. Ross, 3B-1; Floyd W. Server, 2B-2; John C. Shiner, 4B-1; Walter H. Stagg, 3A-2; William E. Walton, 5B-2; Warren E. Whiteoak, 5A-4; James E. Woods, 6B-1.

### HIGHEST STANDING IN CONDUCT

Charles H. Bell, 7B; Rocco Capuzzi, 20; Ralph I. Cavallucci, 7H; Marcel A. Clark, B-1; Willard K. Crisman, C-1; John L. Dunlap, D-2; Emmett B. Dunn, 7I; Lawson Earl, A-2; Lawrence M. Estill, 15; Darl C. Ferguson, C-2; George L. Fisher, D-1; Franklin C. Gabel, 7E; Manfred O. Garibotti, 22; Curtis Glise, G-2; Charles M. Grosh, E-1;

George O. Herker, 21; Baird F. Hoffmire, 7G; Robert F. Hoskins, E-2; Elmer W. Ingram, 17; Thomas A. Jones, 19; Warren Jones, 18; William E. Kerstetter, N; Francis J. Lowe, E-2; Oscar D. Mabry, F-1; Arthur Moore, A-1; Walter Nagel, 7F; Olimpio Napoliello, 23; Charles W. Probert, H; Dale C. Reinecker, G-1; Alfred Schaffer, L; Charles A. Schick, F-2; Winfield J. Seldon, I; Nathan Smith, 7A; George R. Spotts, 7D; John W. Trend, M; Tony Vizzo, 7I; Walter M. Wess, 7C; Richard E. Williams, 16; Charles F. Wilson, K; Delbert J. Wilson, 14.

### GREATEST IMPROVEMENT IN CONDUCT

Bruce L. Allen, 7C; Wallis B. Allen, 7B; Frank Balas, D-2; Donald A. Bennett, L; Edwin E. Brown, 7D; George Bruse, 21; Jacob O. Chamberlain, G-2; Joseph Ciavarelli, 14; Mario D'Alonzo, G-1; John W. Deimler, 18; Frank DeSanto, 7I; William E. Fay, 7A; Irwin Frederick, C-1; Robert E. Gilpin, 19; Claude A. Gingher, E-2; John Gorman, 7H; William Harris, A-1; William H. Hartman, D-1; William H. Hipple, 7F; Willard O. Hoffmire, 7G; Walter Ispokavice, 17; Joseph L. Kingsmore, 23; Victor Kirsh, E-1; Edward C. Kurzenberger, B-1; William L. Layman, F-1; Thomas H. Lotwick, B-2; Leon McMenamin, 16; Carlo Marinelli, N; Lloyd C. Minter, 20; Homer C. Powers, 7E; Samuel Righter, A-2; Kenneth Roberts, C-2; Elvin R. Shanabrook, F-2; George W. Stoehr, H; Walton Gibson, 15; John M. Weber, M; John R. Wess, 22; Samuel White, I; William E. Wilson, 7K; Howard N. Woodland, K.

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### GENERAL PRIZE AWARDS

September 1925 to January 1926

### HIGHEST STANDING IN CONDUCT

August F. Bahm, C-2; William R. Banks, A-2; Wilson Beacham, 7-K; Willard K. Crisman, C-1; Herbert C. Fenstermacher, 7-F; William P. Fornwalt, 14; Charles E. Frick, 7-E; Paul A. Fry, 7-D; Walton Gibson, N; William D. Gray, I; Frank K. Hayes, 7-I; Herbert C. Helmke, G-2; Everett M. Hoffman, F-2; John W. Jones, 7-B; Thomas H. Jones, 16; William Klose, H; Maxwell A. Lowe, B-1; Robert R. Lugar, 17; Malcolm McCullough, F-1; Robert E. McHose, D-1; Lloyd C. Minter, 15; Roger C. Morris, 22; Walter L. Morrison, K; Herbert Moss, 7-H; Olimpio Napoliello, 21; Paul Ottone, M; James L. Patterson, A-1; George Rostrom, B-2; Anthony Schiavo, 7-C; Edwin G. Shortlidge, D-2; John D. Thomas, 20; Rexford E. Tompkins, 7-A; George W. Stoehr, G-1; Glen M. Weakley, E-2; William L. Weaverling, 23; Richard J. Williams, E-1; Raymond J. Wess, 19; James E. Woods, L; Jack H. Young, 7-G; John B. Young, 18.

## GREATEST IMPROVEMENT IN CONDUCT

Ralph A. Bankes, F-2; Samuel B. Betz, 14; Alfred O. Bickhart, 7-D; Francis X. Coyle, I; Kenneth W. Craven, 17; William F. Cregar, A-1; Mario D'Alonzo, E-2; Delbert Dale, 7-G; Gerald W. Dieter, D-2; Walter A. Dieterle, 23; William H. Dunhour, 7-C; Emmett B. Dunn, 19; Clyde W. Eroh, 18; Horace Frederick, K; Edward L. George, B-1; William A. Gibney, 16; Paul M. Graffen, 7-E; Daniel J. Green, A-2; James F. Grundy, F-1; Wesley M. Hoffman, 7-F; Richard F. Howard, G-2; Harry B. Jones, D-1; Robert Jones, 7-K; John W. Keller, 20; Edward Kemp, E-1; Robert H. McCaferty, 22; Leon McMenamin, N; William M. Morris, G-1; Kurre W. Ostrom, L; Norman Pickering, 7-I; Henry L. Romig, 7-H; Alexander Saldan, 7-B; John G. Salter, B-2; Benjamin Scott, C-2; Alfred C. Teti, C-1; Harold W. Thornton, M; Harry G. Uhlhorn, 15; Tony Vizzo, 21; William R. Wedekemper, 7-A; Charles F. Wilson, H.

## HIGHEST SCHOLASTIC HONORS

### HIGH SCHOOL

Paul Eckert Williams, Robert Edwin McHose, Edward William Jacobs, Isaac Moscovitz.

### ELEMENTARY SCHOOLS

Lee Francis Gassert, Carl Zoerner, Lloyd Craig Minter, Fred. G. Hocking, Howard R. W. Schultz, Randall Paul Swavely, Norwood Samuel Patton, Darwin Frederick Crone, William Ellia Fay.

## SCHOLASTIC HONORS

### HIGH SCHOOL

John Edward VanHorn, Charles M. Grosh, John Carl Spahr, William Norris, Carl Eric Ostrom, Joseph McMenamin, George W. Stochr, Frank Schatzle, Perry Norton Storm, Arthur D'Alo, William Klose, Gilbert Henry Yeager, Earl Daniel Springer, Albert William Meikeljohn, James Joseph Murray, George Leslie Baulig, George Pinebird, Walter Allen Dampman, Arthur Fenton, William F. Cregar, Hyman Maron, Francis Joseph Lowe, John Thomas Reidy.

### ELEMENTARY SCHOOLS

Armando Castellani, Joseph D. Clouser, Edgar H. Haldeman, Charles Astley McBride, John Blair Kegerreis, Edward Edmunds, John Thomas Daniels, Charles Wayne Poole, Frank Palmer Singles, Thomas H. Boal, Howard Joseph Gill, Charles Davis, Francis Alois Neibert, Robert M. Coyle Schutz, William Edward Kerstetter, Charles Anthony Liebig.

# CATALOGUE OF PUPILS IN GIRARD COLLEGE

DECEMBER 31, 1925

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
ABALDO, GIUSEPPE.....		Feb. 4, 1925
Abbott, George Isaac .....		Sept. 9, 1924
Abel, George W.....		Nov. 19, 1918
Ackerman, Louis.....		Nov. 18, 1920
Ackerman, Morris .....		Feb. 2, 1921
Adams, John Mervale.....		Sept. 10, 1925
Adams, Lester Ira .....		Sept. 20, 1917
Albright, George Christopher.....		Sept. 10, 1925
Albright, James Augusta .....		Nov. 15, 1922
Alfe, Anthony .....		Feb. 6, 1924
Allander, Charles Edward.....		Feb. 10, 1925
Allen, Bruce Laverne .....		Oct. 1, 1924
Allen, Coulter Boileau .....		Feb. 7, 1922
Allen, Radcliffe H.....		Feb. 2, 1925
Allen, Wallis Beileau .....		Sept. 19, 1923
Amacher, Warner Robert.....		Feb. 2, 1925
Ammon, George Bertram.....		Sept. 5, 1918
Anderson, James Moore.....		Sept. 4, 1918
Anderson, Thomas.....		Sept. 3, 1919
Andreovits, Joseph John.....		Feb. 4, 1919
Andrews, Howard Aston.....		Nov. 27, 1923
Andrews, Robert Wood.....		Sept. 11, 1925
Angeny, John D.....		Feb. 2, 1925
Ankins, Walter W.....		Sept. 7, 1922
Anton, George G.....		Sept. 5, 1923
Antoniacci, Frank.....		Feb. 7, 1923
Arduino, Armando.....		Sept. 12, 1924
Armitage, James E.....		Sept. 23, 1919
Artz, Clair Albert.....		Sept. 6, 1922
Ashton, Edwin Lloyd.....		Sept. 5, 1918
Askins, Arthur Alexander.....		Oct. 1, 1924
Avila, Joseph.....		Feb. 6, 1923
Axton, Howard Nelson.....		Sept. 23, 1919
BAHM, AUGUST FRIEDRICH.....		Jan. 2, 1919
Bahm, George Henry.....		Sept. 11, 1924
Bailey, Roy Reid.....		Sept. 3, 1919
Bailey, William Dale.....		Oct. 25, 1916
Baker, Alonzo Marion.....		Sept. 5, 1923
Baker, Frederick Carl.....		Sept. 22, 1920
Baker, Frederick Morphet.....		Feb. 26, 1919
Baker, Louis Loring.....		Feb. 3, 1921
Baker, Thomas.....		Sept. 21, 1921
Baker, Walter W.....		Feb. 3, 1925
Baker, William Beals.....		Sept. 8, 1921

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Balas, Frank.....		Oct. 24, 1916
Balas, Godfried.....		Nov. 17, 1919
Balas, Lewis.....		Mar. 10, 1922
Baldino, Louis.....		Sept. 11, 1925
Ballinger, William Mark.....		Dec. 11, 1924
Bamford, John Russell.....		Feb. 3, 1921
Bankes, Arthur Levi.....		Jan. 2, 1919
Bankes, Paul J.....		Feb. 4, 1925
Bankes, Ralph A.....		Nov. 28, 1919
Banks, Robert William.....		Sept. 9, 1924
Banks, William Rodman.....		Sept. 6, 1917
Banning, John Broadstock.....		Sept. 10, 1925
Barbaro, Anthony.....		Feb. 7, 1923
Bartholomew, Horace Stewart.....		Oct. 25, 1916
Bartholomew, Martin.....		Sept. 4, 1919
Barwick Rodney Barton.....		Sept. 6, 1922
Bason, Lamar Austin.....		Feb. 2, 1925
Batchler, Laing.....		Nov. 18, 1920
Batt, Miles Edward.....		Sept. 6, 1917
Baulig, George Leslie.....		Sept. 22, 1920
Baumer, Horace Wilson.....		Nov. 22, 1921
Bavuso, Philip.....		Sept. 10, 1925
Beach, Walter Russell.....		Sept. 8, 1921
Beacham, Wilson.....		Sept. 11, 1925
Bean, John Martin.....		Feb. 21, 1923
Becker, Henry Arthur.....		Feb. 5, 1919
Beckershoff, Robert Edgar.....		Feb. 6, 1918
Bedell, Peter Bryce.....		Sept. 7, 1922
Beecher, Harold Sylvester.....		Nov. 19, 1918
Beisel, Joseph Franklin.....		Feb. 10, 1916
Bell, Albert.....		Feb. 6, 1924
Bell, Charles Homer.....		Sept. 9, 1924
Bell, Henry Henshey.....		Sept. 6, 1923
Bell, Howard Carrol.....		Sept. 23, 1919
Bell, John Warren.....		Nov. 19, 1918
Bell, Raymond Oscar.....		Sept. 6, 1922
Bell, Robert William.....		Sept. 23, 1919
Bell, William Murray.....		Sept. 20, 1917
Bellano, William.....		Sept. 8, 1921
Benjamin, William Bryan.....		Sept. 5, 1918
Bennett, Donald A.....		Feb. 4, 1920
Berger, Jacob.....		Oct. 1, 1924
Berry, Harry Goldsmith.....		Sept. 8, 1921
Berry, Jesse Bridger.....		Sept. 9, 1925
Betz, Norman R.....		Feb. 5, 1924
Betz, Samuel Brown.....		Sept. 6, 1922
Bevan, Edgar Curtis.....		Feb. 5, 1918
Bickhart, Alfred Oliver.....		Sept. 11, 1924
Bieber, John Elliott.....		Sept. 3, 1919
Bieater, William Bilbrough.....		Feb. 26, 1919
Binder, Albert.....		Feb. 5, 1919
Binder, John Jacob.....		Sept. 9, 1925
Black, William Wilkins Carr.....		Sept. 19, 1923
Blair, Celestine James.....		Sept. 5, 1923
Blair, Robert Fenton.....		Sept. 9, 1925

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Blakeman, Charles B.....		Feb. 6, 1923
Blawn, Delbert S.....		Nov. 17, 1919
Blence, Bernard .....		Feb. 4, 1925
Blomer, Thomas Anthony.....		Nov. 19, 1918
Bloom, Russell Howard.....		Sept. 6, 1923
Blunt, Thomas C.....		Jan. 2, 1920
Boal, Thomas H.....		Feb. 3, 1925
Bocchino, Louis.....		Sept. 9, 1924
Bogle, Robert .....		Sept. 3, 1919
Boland, William Joseph.....		July 1, 1919
Bollinger, Walter F.....		Feb. 4, 1920
Bonsall, Charles Walton.....		Feb. 3, 1921
Bonsall, Melvin.....		Aug. 31, 1923
Bonsall, William Monroe.....		Sept. 8, 1921
Books, Charles W.....		Sept. 23, 1919
Booth, Ellis.....		Feb. 8, 1922
Booth, John.....		Sept. 10, 1924
Bordoni, Antonio.....		Sept. 6, 1917
Borocci, Jino.....		Feb. 26, 1918
Bortel, David R.....		Dec. 6, 1920
Bortel, James William.....		Sept. 23, 1919
Bortz, Clinton Harrison.....		Sept. 8, 1921
Boselego, John.....		Nov. 15, 1922
Bugher, Frank .....		Feb. 3, 1925
Bove, Joseph.....		Sept. 6, 1923
Bower, Herbert Raymond.....		Sept. 11, 1925
Bower, Kenneth Austin.....		Sept. 18, 1925
Bowman, Kenneth Davis.....		Sept. 23, 1919
Boyd, Graham Wilson.....		Sept. 14, 1915
Boyd, Philip.....		Sept. 20, 1917
Boyle, Charles Ackley.....		Feb. 5, 1919
Boyle, John Edward.....		Sept. 8, 1921
Brader, Thomas.....		Feb. 5, 1924
Bramble, Thomas Edwin.....		Sept. 8, 1921
Brandolph, Leon.....		Sept. 9, 1924
Branstetter, Bruce Franklin.....		Sept. 6, 1922
Braun, Arthur Norman.....		Sept. 4, 1918
Brauner, Frank.....		Sept. 8, 1920
Brauner, Robert William.....		Sept. 8, 1920
Brennan, Edward Clement.....		Feb. 5, 1919
Brennan, Harry.....		Feb. 14, 1917
Brighton, William Ephraim.....		Sept. 12, 1924
Brobst, Charles R.....		Nov. 22, 1921
Brodhag, Herbert.....		Sept. 8, 1920
Brown, Charles Cheyney.....		Nov. 17, 1919
Brown, Edward Nevin.....		Nov. 18, 1925
Brown, Edwin Elwood.....		Oct. 13, 1924
Brown, George .....		Nov. 18, 1925
Brown, Lawrence Francis.....		Nov. 19, 1918
Brown, Stephen.....		Sept. 4, 1918
Bruce, George Washington.....		Feb. 3, 1920
Bruno, Antonio.....		Sept. 5, 1917
Bruse, George.....		Sept. 7, 1920
Bruse, William.....		Sept. 20, 1917
Bryan, Edward William.....		Feb. 20, 1917

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Bryan, Elmer McClure.....		Sept. 12, 1924
Bryan, James Edward.....		Sept. 12, 1924
Buchanan, Douglas Gordon.....		Feb. 7, 1922
Buchanan, Robert.....		Sept. 7, 1921
Bucher, Merrill Clayton.....		Sept. 6, 1923
Buck, George H.....		Feb. 4, 1925
Buck, John Joseph.....		Nov. 22, 1921
Buckley, Harry Pratt.....		Sept. 11, 1924
Buckley, James W.....		Sept. 9, 1925
Buehl, Robert Charles.....		Sept. 7, 1922
Bullock, John George.....		Sept. 10, 1924
Burke, Joseph.....		Sept. 23, 1919
Burkhart, David Kellar.....		Sept. 11, 1925
Burleigh, Gilbert D.....		Nov. 18, 1920
Burleigh, Robert Bruce.....		Nov. 11, 1920
Burns Daniel.....		Sept. 5, 1917
Bushnell, Edward.....		Sept. 7, 1920
Bye, Howard John.....		Sept. 5, 1918
CADWALDER, DAVID ALBERT.....		Sept. 18, 1925
Caldwell, George Thorpe.....		Nov. 16, 1922
Callaban, Charles M.....		Feb. 7, 1922
Callender, Arden D.....		Oct. 1, 1924
Callender, George Robert.....		Nov. 18, 1920
Calnan, Charles E.....		Sept. 9, 1925
Calnan, John Francis.....		Sept. 5, 1923
Campbell, Albert Wilson.....		Feb. 6, 1923
Campbell, John Ferguson.....		Feb. 3, 1920
Campbell John William.....		Sept. 9, 1924
Campbell, Richard William F.....		Feb. 8, 1922
Cannon, Charles Henry.....		Sept. 5, 1917
Capuzzi, Joseph.....		Dec. 3, 1923
Capuzzi, Rocco.....		Sept. 7, 1922
Carberry, Hugh, Henry.....		Feb. 5, 1919
Careaga, Joseph Alegria.....		Sept. 11, 1924
Carleo, Anthony.....		Sept. 19, 1923
Carlile, William Lloyd.....		Sept. 10, 1924
Caron, Armand Julian.....		Oct. 1, 1924
Carosiello Michelino.....		Feb. 5, 1918
Carponi, Annibale.....		Sept. 11, 1925
Carr, Daniel Burk.....		Feb. 7, 1922
Carrcll, Gecrge Faber.....		Feb. 6, 1924
Carroll John.....		Feb. 6, 1923
Carson, John W.....		Sept. 23, 1919
Cartlidge, Frederick Charles P.....		Oct. 24, 1916
Caruso, Antonio.....		Nov. 27, 1923
Casey, Edward Donald.....		Feb. 2, 1925
Castellani, Armando.....		Sept. 19, 1923
Caulfield, Gerald.....		Feb. 4, 1925
Cavalucci, Ralph Irvin.....		Sept. 10, 1924
Cessna, Charles Leroy.....		Feb. 3, 1921
Cessna, George.....		Feb. 3, 1921
Chamberlain, Frank.....		Sept. 6, 1917
Chamberlain, Jacob Orrin.....		Sept. 5, 1918
Cheney, Walden Gardner.....		Sept. 8, 1921

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Chichirico, Rocco .....		Sept. 9, 1925
Chillas, David de la Rue.....		Feb. 3, 1925
Chrisler, Chester Hensyl.....		Feb. 2, 1925
Christy, John Wesley.....		Sept. 7, 1921
Chudnow, Irwin.....		April 30, 1923
Ciavarelli, Joseph.....		Feb. 8, 1922
Ciavarelli, Mario.....		Feb. 8, 1922
Clappier, Herbert F.....		Nov. 18, 1922
Clark, Frederick George.....		Sept. 6, 1922
Clark, Howard Haschall.....		June 29, 1923
Clark, Marcel Alonza.....		Oct. 24, 1916
Clausius, Conrad .....		Sept. 10, 1925
Clausius, Vincent .....		Sept. 10, 1925
Clem, Charles Borden.....		Sept. 21, 1921
Clem, Wilbur McCoy.....		Sept. 6, 1923
Clerici, Joseph .....		Sept. 9, 1925
Clouser, John Erwin.....		Sept. 9, 1925
Clouser, Joseph D.....		Nov. 15, 1922
Clouser, William J.....		Nov. 18, 1920
Coates Alvin.....		Sept. 8, 1920
Cohen, Jacob.....		Sept. 8, 1920
Colletta, Antonio.....		Sept. 8, 1920
Collins, John.....		Sept. 22, 1920
Collins, William J.....		Sept. 7, 1922
Collom, Harry Clement.....		Sept. 5 1918
Commo, Claude W.....		Feb. 6, 1923
Commo, Russell Morris.....		Sept. 11, 1925
Congdon, Charles Joseph.....		Sept. 5, 1918
Congdon, George A.....		Feb. 6, 1917
Connell, John Alexander.....		Feb. 8, 1922
Conway, Edward L.....		Feb. 26, 1919
Conser, Billie.....		Feb. 6, 1923
Conser, Russell Street.....		Feb. 2, 1925
Cook, Luther Wesley.....		Nov. 18, 1925
Cooke, William Franklin.....		Nov. 18, 1920
Corbett, William Christy.....		Feb. 6, 1924
Corn, Harry T.....		Feb. 4, 1920
Corr, William .....		Sept. 10, 1925
Costanzo, Santo.....		Feb. 7, 1922
Costello, Charles Howard.....		Nov. 27, 1923
Costello, Walter.....		Nov. 16, 1922
Cotton, Edward Allen.....		Feb. 3, 1920
Cotton, Mahlon Walter.....		Nov. 22, 1921
Cox, Thomas Raymond.....		Feb. 8, 1922
Coyle, Francis X.....		Feb. 2, 1921
Craft, Raymond Woodrow.....		Sept. 8, 1921
Craig, Thomas C. M.....		Feb. 3, 1920
Craven, Bertram Alonzo.....		Nov. 14, 1916
Craver, Kenneth Wagner.....		Feb. 8, 1922
Crawford, Marc R.....		Feb. 3, 1921
Crawford, Robert Payson.....		Sept. 20, 1917
Crawford, Ross Owen.....		Sept. 11, 1924
Creamer, Paul B.....		Feb. 6, 1923
Cree, Clair Elhott.....		Sept. 8, 1920
Cregar, Marshall Bloomfield.....		Mar. 16, 1920



<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Cregar, William Francis.....		Sept. 5, 1918
Cressman, William Alfred.....		Sept. 7, 1920
Creveling, Doyle Ray.....		Feb. 3, 1921
Creveling, Gerald William.....		Feb. 2, 1921
Crisman, Willard Kennedy.....		Sept. 5, 1918
Crone, Darwin Frederick.....		Sept. 9, 1924
Crosby, Lewis Wentworth.....		Sept. 6, 1917
Crossen, William F.....		Feb. 3, 1925
Culbertson, William Sylvester.....		Sept. 10, 1925
Cummings, Everard Stuart.....		Sept. 4, 1918
Curzi, Cesar John.....		Sept. 19, 1923
DAILEY, JAMES VICTOR.....		Feb. 6, 1918
Daisey, Paul Wilson.....		Sept. 8, 1921
D'Aiuto, Alfred.....		Feb. 26, 1918
Dale, Delbert.....		Sept. 12, 1924
Dale, Marcus Richard.....		Sept. 7, 1920
Dale, William Earl.....		Feb. 5, 1919
Dalesio, Albert.....		Oct. 1, 1924
D'Alo, Arthur.....		Sept. 7, 1920
D'Alonzo, Angelo.....		Sept. 11, 1924
D'Alonzo, Mario.....		Feb. 4, 1919
Dampman, Walter Allen.....		Sept. 4, 1918
D'Angelo Massimino.....		Sept. 22, 1920
Daniels, John Thomas.....		Sept. 6, 1923
Darrab, Thomas H.....		Jan. 13, 1919
Daugherty, John.....		Sept. 4, 1919
Davenport, Charles Arthur.....		Sept. 4, 1918
Davis, Albert.....		Sept. 10, 1925
Davis Charles.....		Feb. 6, 1924
Davis, Clarence Willis.....		Sept. 9, 1924
Davis, Elmer Clarkson.....		Nov. 22, 1921
Davis, Harold Bader.....		Sept. 7, 1920
Davis, Harry L.....		Nov. 19, 1918
Davis, John Sample.....		Nov. 19, 1918
Davis, Kenneth W.....		Feb. 6, 1918
Davis, Robert.....		Sept. 8, 1922
Davis, William Charles.....		Sept. 9, 1924
Davis, William Edward.....		Sept. 6, 1922
Davit, Alexander.....		Feb. 2, 1925
Davit, Paul Etienne.....		Sept. 11, 1925
Dawson, William E.....		Nov. 15, 1922
Deck, Joseph Valentine.....		Sept. 5, 1923
Dedeo, Joseph Anthony.....		Sept. 10, 1924
Dedeo, Peter.....		Mar. 3, 1922
Deger, Daniel Robert.....		Oct. 24, 1916
Deimler, John Wilson.....		Sept. 6, 1922
Delaney, George A.....		Feb. 3, 1925
Delladio, Bert.....		Sept. 5, 1917
Dennis, John Clifton.....		Feb. 6, 1917
Depolter, Andrew.....		Nov. 15, 1922
Depolter, John.....		Sept. 7, 1920
DeSanto, Arthur.....		Sept. 7, 1921
DeSanto, Frank.....		Sept. 11, 1924
Desiderio, Domenico.....		Oct. 24, 1916

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Detweiler, Charles Edward.....		Sept. 11, 1925
Detwiler, Charles R.....		Nov. 19, 1918
Detwiler, Harry S.....		Feb. 6, 1918
Deveney, Alexander B.....		Sept. 21, 1921
Deveney, John Zimmerman.....		Sept. 23, 1919
DeVita, Harold.....		Sept. 7, 1921
DeVita, Peter.....		Sept. 19, 1923
Devon, Joseph Lee.....		June 29, 1924
Deweese, Louis Rossiter.....		Feb. 5, 1924
DeZengotita, Juan.....		Feb. 7, 1922
DiCenza, Guy.....		Feb. 4, 1925
DiDonato, Remo.....		Sept. 7, 1921
Dieter, Gerald Wayne.....		Nov. 19, 1918
Dieter, Ralph Victor.....		Sept. 4, 1919
Dieterle, Walter A.....		Feb. 3, 1925
Dievers, John Chester.....		Nov. 13, 1925
DiLauro, Antonio.....		Nov. 22, 1921
DiLauro, George.....		Sept. 3, 1919
DiMeo, Frank.....		Sept. 12, 1924
DiRenzo, Joseph.....		Nov. 22, 1917
Dittert, James.....		Sept. 11, 1924
Dittert, John.....		Sept. 3, 1919
Dobbins, Merrill R.....		Sept. 7, 1920
Doerffel, George Alfred.....		Sept. 20, 1917
Dorn, Anthony Paul.....		Sept. 11, 1925
Dougherty, John Joseph.....		Nov. 19, 1918
Dougherty, Robert Moeller.....		Sept. 6, 1922
Doughty, Edward Joseph.....		Sept. 6, 1923
Douglass, Frank S.....		Feb. 6, 1923
Downey, George Edward.....		Sept. 5, 1923
Downie, John K.....		Sept. 7, 1922
Downie, Thomas Alexander.....		Feb. 10, 1925
Drayton, William O.....		Feb. 4, 1925
Dresher, Austin Howard.....		Sept. 12, 1924
Dreyer, Oscar Daniel.....		Sept. 22, 1920
Dudley, Thomas James.....		Sept. 5, 1917
Duerr, Charles E. R.....		Sept. 3, 1919
Duffy, Joseph Peter.....		Sept. 7, 1922
Dugan, Henry Jordon.....		Nov. 18, 1920
Dunfee, James Charles.....		Sept. 5, 1923
Dunhour, William Henry.....		Sept. 10, 1924
Dunkleberger, Edwin Lloyd.....		Nov. 22, 1917
Dunlap, John Leonard.....		Sept. 4, 1918
Dunn, Emmett Benjamin.....		Feb. 2, 1925
Dunn, Paul Philipp.....		Nov. 18, 1925
Dunn, Roy Ellis.....		Sept. 9, 1924
Durkin, James Charles.....		Feb. 4, 1920
EABY, LEROY R.....		Sept. 8, 1920
Eagleson, Edward R.....		Feb. 3, 1925
Earl, Lawson S.....		Sept. 6, 1917
Eastman, Donald F.....		Nov. 18, 1920
Echgelmeier, Frank E.....		Sept. 4, 1918
Eckard, Paul Richard.....		Sept. 9, 1925
Eckstein, William John.....		Feb. 6, 1917

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Eddy, George Lewis.....		Feb. 5, 1918
Edmunds, Edward.....		Feb. 5, 1924
Edmunds, William Harold.....		Nov. 17, 1919
Edwards, Hugh W.....		Feb. 4, 1920
Edwards, Robert, 3rd.....		Sept. 4, 1918
Edwards Selwyn.....		Sept. 4, 1919
Egan, George Richard.....		Feb. 3, 1925
Egan, James Thomas.....		Nov. 27, 1923
Egan, Paul William.....		Feb. 26, 1919
Egan, Philip Maene.....		Feb. 4, 1920
Ebrenzeller, Ferdinand Roberts.....		Feb. 4, 1919
Ebrenzeller, John F. Rieman.....		Feb. 4, 1919
Ehrich, George Elias.....		Feb. 8, 1922
Ellis, Harry.....		Sept. 9, 1925
Emerich, William.....		Feb. 3, 1925
Emerson, William J.....		Sept. 24, 1921
Emery, Victor Paul.....		Sept. 6, 1917
Emmons, French Potter.....		Nov. 15, 1922
Englebach, Arthur Stanley.....		Sept. 10, 1925
English, Bryson E.....		Sept. 4, 1919
Enoch, Samuel.....		Sept. 10, 1925
Ephault, Edward Charles.....		Feb. 7, 1922
Ephault, Philip R.....		Feb. 3, 1925
Equi, Alfred William.....		Nov. 22, 1917
Eroh, Clyde William.....		Feb. 6, 1924
Ermold, Kervin E.....		Sept. 6, 1923
Esposito, Emanuel.....		Feb. 6, 1924
Esrey, Thomas Hoover.....		July 11, 1919
Estill, Alfred W.....		Feb. 6, 1923
Estill, Lawrence M.....		Nov. 15, 1922
Etter, Earl Clayton.....		Sept. 5, 1923
Evans, Clinton P.....		Feb. 6, 1918
Evans, Ernest.....		Sept. 10, 1924
Evans, Frank.....		Feb. 3, 1921
Evans, Harry Winfield.....		Sept. 5, 1923
Evans, Philip.....		Sept. 7, 1922
Evans, Thomas.....		Sept. 5, 1918
Everly, Herbert J.....		Feb. 6, 1923
FARNSWORTH, MARLIN.....		Feb. 5, 1919
Faux, Frederick George.....		Sept. 4, 1918
Fay, Foy Fenimore.....		Nov. 18, 1920
Fay, John Wilfred.....		Feb. 2, 1921
Fay, Paul Victor.....		Feb. 2, 1925
Fay, William Ellia.....		Sept. 5, 1923
Feldman, Meyer.....		Feb. 2, 1921
Felmlee, Lawrence Dewees.....		Sept. 8, 1921
Feltis, Joseph.....		Sept. 20, 1917
Fender Charles.....		Sept. 8, 1920
Fender, Walter.....		Sept. 8, 1920
Fenich, George.....		Feb. 3, 1921
Fenimore, Benjamin Davis.....		Feb. 5, 1924
Fenstermacher, Herbert C.....		Sept. 12, 1924
Fenton, Joseph.....		Sept. 6, 1922

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Ferguson, Darl C.....		Feb. 4, 1919
Ferguson, Kenneth H.....		Feb. 4, 1919
Fiala, Fred .....		Sept. 11, 1925
Fiala, Theodore.....		Feb. 2, 1921
Field, Eugene M.....		Sept. 11, 1924
Fine, Charles.....		Feb. 3, 1916
Finestein, Max.....		Sept. 6, 1922
Fink, Malcolm Leroy.....		Oct. 25, 1916
Finnegan, Elmer F.....		Sept. 4, 1919
Fisher, George Louis.....		Nov. 22, 1917
Fisher, John Thomas.....		Feb. 4, 1919
Fisher, Robert.....		Feb. 26, 1919
Flannery, John Grim.....		Feb. 7, 1923
Flannery, Samuel W.....		Feb. 3, 1925
Flickinger, George Maxwell.....		Sept. 6, 1922
Flynn, Joseph Francis.....		Sept. 22, 1921
Fogle, Charles W.....		Feb. 4, 1923
Foglietta, Guiseppe.....		Sept. 5, 1923
Folk, Raymond Henry.....		Feb. 7, 1922
Foor, Paul.....		Feb. 6, 1923
Force, Ellwood Brower.....		Feb. 26, 1919
Ford, Raymond Francis.....		Oct. 13, 1924
Foreman, Joseph Ivan.....		Sept. 7, 1922
Foreman, Kenneth Eugene.....		Sept. 7, 1921
Foreman, Paul Wesley.....		Feb. 4, 1920
Fornwalt, Jack C.....		Feb. 3, 1925
Fornwalt, William Probert.....		Feb. 2, 1925
Forsh, Franklin John.....		Feb. 7, 1923
Fowler, George Asa.....		Sept. 5, 1918
Fowler, Joshua Lewis.....		Feb. 6, 1917
Fox, Charles Elmer.....		Sept. 6, 1923
Fox, James S.....		Nov. 15, 1922
Fox, Valentine J.....		Sept. 6, 1917
Frame, David.....		Nov. 22, 1917
Franco, Michael.....		Nov. 17, 1919
Francy, Matthews Aloysious.....		Sept. 11, 1925
Francy, Robert John.....		Sept. 18, 1925
Frankau, Joseph Griswold.....		Sept. 21, 1921
Frankau, Louis Griswold.....		Feb. 6, 1924
Frankel, Irving Martin.....		Feb. 5, 1924
Frankel, Paul.....		Sept. 21, 1921
Frankenberger, Chauncey Clay.....		Feb. 6, 1924
Frasco, John Charles.....		Feb. 7, 1923
Frederick, Horace.....		Sept. 3, 1919
Frees, James Michael.....		Sept. 4, 1918
Frees, John Thomas.....		Sept. 7, 1921
Frick, Charles Elmer.....		Sept. 18, 1925
Friedenberg, David Harold.....		Feb. 5, 1919
Friedrich, Andrew .....		Feb. 26, 1919
Friedrich, William.....		Feb. 26, 1919
Froelich, Dayton Ellsworth.....		Sept. 5, 1917
Frost, Abraham Siebie.....		Sept. 14, 1915
Fry, Grant Gilbert.....		Sept. 22, 1920
Fry, Paul Archie.....		Feb. 6, 1924
Fuhrman, Harry Wesley.....		Sept. 8, 1921

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Fuhrman, Robert H.....		Sept. 7, 1920
Fuller, John Alexander.....		Sept. 10, 1924
Fulton, Francis Reed.....		Feb. 6, 1918
Fulton, Stuart Lemar.....		Feb. 6, 1918
Funk, Thomas Oscar.....		Oct. 25, 1916
GABLE, CHARLES FRANKLIN.....		Nov. 27, 1923
Gabel, Frank Edgar.....		Feb. 6, 1924
Gabel, John Morton.....		Sept. 4, 1918
Gabel, William H.....		Feb. 4, 1925
Galbraith, James Biddlecomb.....		Nov. 22, 1917
Galbraith, Robert George.....		Nov. 22, 1917
Gallagher, Thomas.....		Sept. 20, 1917
Gally, Edward Paul.....		Nov. 14, 1916
Gangloff, Edward Michael.....		Feb. 2, 1921
Gans, Alexander Adolph.....		Nov. 14, 1916
Gardner, George.....		Sept. 11, 1924
Gardner, Merrill Allen.....		Sept. 7, 1921
Gardner, Wilfred Elliott.....		Feb. 7, 1922
Garibotti, Manfred Oliver.....		Sept. 10, 1924
Gassert, Lee Francis.....		Sept. 19, 1923
Geist, John Willard.....		Feb. 6, 1918
Geist, Samuel M. B.....		Feb. 6, 1923
George, Charles.....		Sept. 8, 1921
George, Edward Leonard.....		Sept. 4, 1918
Gerardi, Harry.....		Feb. 7, 1922
Gersh, Sidney.....		Feb. 7, 1922
Gessner, Carl R.....		Sept. 7, 1922
Gibney, William Fleisher.....		Nov. 22, 1921
Gibson, Walton.....		Nov. 18, 1920
Gilbert, Harold J.....		Feb. 4, 1925
Gilbert, William Russell.....		Sept. 9, 1925
Gilchrist, Foy Hubert.....		Feb. 3, 1921
Gilchrist, Neil Robert.....		Sept. 11, 1924
Gill, Howard Joseph.....		Sept. 10, 1924
Gilpin, Robert Elmer.....		Sept. 6, 1922
Gilvear, William Henry.....		Sept. 6, 1922
Gimmi, Otto G.....		Sept. 15, 1922
Gingher, Claude A.....		Feb. 4, 1920
Gioielli, Vincenzo.....		Sept. 10, 1924
Gladfelter, Harry William.....		Nov. 22, 1921
Glass, William.....		Feb. 5, 1919
Glasse, Herman Warren.....		Sept. 10, 1924
Gleeson, John Stewart.....		Sept. 20, 1917
Glover, Horace W. I.....		Sept. 3, 1919
Gochmour, Silas Eugene.....		Feb. 3, 1920
Godfrey, Charles John.....		Oct. 10, 1925
Gold, Samuel.....		Feb. 5, 1918
Goldberg, Arnold.....		Nov. 18, 1918
Goldberg, Martin.....		Nov. 19, 1918
Golder, Winfield.....		Oct. 13, 1924
Golnitz, George Robert.....		Oct. 24, 1916
Good, Charles Elroy.....		Sept. 9, 1924
Good, Urban Otto.....		Sept. 7, 1921
Gorman, John.....		Sept. 6, 1923

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Gormley, George Scott.....		Feb. 5, 1918
Gould, Benjamin O.....		Feb. 4, 1925
Gould, Charles W.....		Feb. 4, 1925
Goulston, John R.....		Sept. 21, 1921
Graffen, Paul Mason.....		Sept. 6, 1922
Grafton, George G.....		Feb. 7, 1922
Graham, Earl Reeves.....		Sept. 4, 1918
Graham, Walter Andrew.....		Oct. 25, 1916
Grant, Robert Warren.....		Nov. 19, 1918
Gray, Edward Alexander.....		Sept. 10, 1924
Gray, William David.....		Feb. 23, 1921
Green, Charles William.....		Sept. 11, 1924
Green, Daniel Joseph.....		Feb. 5, 1918
Green, George Conard.....		Feb. 3, 1916
Greenberg, Leopold .....		Sept. 7, 1920
Greene, James Leroy.....		Feb. 4, 1925
Greene, Leonard Selinsky.....		Feb. 7, 1922
Greene, Marvine A. S.....		Sept. 4, 1918
Greenewalt, Edwin Craig.....		Sept. 7, 1921
Greger, Frederick .....		Feb. 4, 1925
Griffith, David .....		Sept. 5, 1918
Grosb, Charles M.....		Sept. 23, 1919
Gross, Max .....		Nov. 17, 1919
Grundy, James Frederick.....		July 11, 1919
Gaultieri, Armond .....		Feb. 21, 1923
Gaultieri, Joseph .....		Nov. 18, 1920
Guarini, Giovanni .....		Feb. 4, 1925
Guattari, George .....		Feb. 2, 1925
Guntber, Frank E.....		Sept. 4, 1918
Guy, Robert Sanderson.....		Feb. 26, 1918
Gwinn, Albert Garrett.....		Nov. 13, 1917
HAAG, JOSEPH BERTRAM.....		Mar. 2, 1921
Hackett, Ralph H.....		Sept. 4, 1919
Hagenbuch, Evan George.....		Nov. 14, 1916
Haich, Joseph Peter.....		Nov. 18, 1925
Haig, Thomas Campbell.....		Feb. 26, 1919
Haines, Francis Joseph.....		Nov. 19, 1918
Haines, Lester Edmund.....		Nov. 17, 1919
Haines, Marvin Clare.....		Sept. 20, 1917
Hake, Thomas .....		Feb. 4, 1920
Haldeman, Edgar H.....		Sept. 8, 1921
Hall, Ernest Edward.....		Sept. 9, 1924
Hallman, William Rodman.....		Sept. 3, 1919
Hamilton, Robert James.....		Nov. 19, 1918
Hammerl, Howard E.....		Feb. 6, 1923
Hammerl, Russell Charles.....		Sept. 5, 1923
Hammers, James Edward.....		Feb. 6, 1918
Hanmonds, Thomas George.....		Feb. 21, 1923
Handiboe, Christian Bowman.....		Sept. 11, 1924
Harding, Lavern .....		Feb. 6, 1918
Hardinger, Aaron Franklin.....		Sept. 10, 1925
Harford, Kenneth Ray.....		Feb. 6, 1918
Harker, Albert Edward Briggs.....		Feb. 5, 1918

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Harker, James .....		Feb. 3, 1920
Harrington, Harold Bruce.....		Sept. 11, 1925
Hart, Granville Spencer.....		Feb. 3, 1920
Hartman, James .....		Feb. 5, 1924
Hartman, William Henry.....		Sept. 15, 1920
Hartman, Otto Gottlieb.....		Feb. 6, 1918
Hartranft, Ellwood .....		Nov. 18, 1920
Hartranft, John Amos.....		Nov. 17, 1922
Harvey, Eugene Paul.....		Feb. 7, 1923
Haslett, William James.....		Feb. 4, 1919
Hatfield, Arnold Merrit.....		Sept. 7, 1921
Hauber, Francis William.....		Feb. 21, 1924
Hauber, Victor Frederick.....		Feb. 8, 1922
Hawkins, Paul Russell.....		Oct. 25, 1916
Hayes, Edgar A.....		Feb. 4, 1920
Hayes, Frank K.....		Feb. 3, 1925
Heavner, Louis Wells.....		Sept. 5, 1918
Heavner, William Solomon.....		Sept. 20, 1917
Hedden, Arthur Jesse.....		Sept. 10, 1925
Heffernan, Joseph.....		Oct. 24, 1916
Heil, Orville Hunter.....		Feb. 21, 1923
Heintzleman, Robert Grady.....		Sept. 6, 1923
Heller, McClellan Dunlap.....		Feb. 10, 1925
Heller, Merrill Milton.....		Sept. 9, 1925
Heller, Wilson Irvin.....		Oct. 16, 1922
Helmke, Herbert Charles.....		Sept. 4, 1919
Helt, Carl Clinton.....		Feb. 26, 1918
Helt, Earl Dayton.....		Feb. 26, 1918
Hennessy, Carl David.....		Sept. 4, 1919
Herbsleb, Jack Masters.....		Feb. 3, 1921
Herker, George Oliver.....		Nov. 22, 1921
Herskowitz, Abraham .....		Feb. 2, 1921
Hess, John Martin.....		Feb. 7, 1922
Hess, Walter .....		Feb. 7, 1922
Hesser, Maris V. C.....		Feb. 4, 1920
Hewlett, Joseph M.....		Sept. 4, 1919
Hexamer, John F.....		Nov. 15, 1922
Hickman, George Lewis.....		Nov. 22, 1917
Higgins, Howard Francis.....		Feb. 3, 1921
High, Harry E., Jr.....		Sept. 4, 1918
Hilborn, Gerald Franklin.....		Sept. 12, 1924
Hildenbrand, Raymond Luther.....		Sept. 10, 1924
Hilend, Andrew .....		Sept. 3, 1919
Hill, Glenn Edward.....		Dec. 13, 1924
Hipple, John J.....		Nov. 18, 1920
Hipple, William Harrison.....		Sept. 6, 1923
Hitner, Henry William.....		Sept. 4, 1918
Hoagland, George Dreisbach.....		Feb. 8, 1922
Hock, Donald Russell.....		Nov. 14, 1916
Hockel, George .....		Sept. 18, 1925
Hocking, Fred G.....		Sept. 9, 1924
Hocking, John G.....		Feb. 8, 1922
Hoerter, William Barnett.....		Sept. 11, 1925
Hoff, Elbridge Ervin.....		Feb. 7, 1923
Hoffman, Albert W.....		Feb. 6, 1923

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Hoffman, Everett M.....		Sept. 22, 1920
Hoffman, Wesley L.....		Feb. 3, 1925
Hoffmire, Fred Baird.....		Sept. 5, 1923
Hoffmire, Willard Otto.....		Sept. 12, 1924
Hollenshead, Kenneth A.....		Sept. 12, 1924
Hollingsworth, Edmund .....		Sept. 7, 1920
Holmes, Edward .....		Sept. 12, 1924
Holtzin, Maurice .....		April 30, 1923
Hoolahan, Robert John.....		Sept. 8, 1921
Hoover, Clayton Fred.....		Feb. 7, 1923
Hopkins, Robert Peel.....		Sept. 18, 1925
Hornick, Carl Jacob.....		Sept. 23, 1919
Hoskins, Howard Renolds.....		Feb. 2, 1921
Hoskins, Robert Franklin.....		Feb. 6, 1917
Howard, Cyrus Ray.....		Feb. 3, 1921
Howard, George .....		Sept. 7, 1922
Howard, Richard F.....		Sept. 8, 1920
Howell, John Clark.....		Feb. 7, 1922
Hrom, John .....		Sept. 4, 1919
Hubler, Earl H.....		Sept. 7, 1920
Hubler, Norman W.....		Sept. 7, 1920
Hubler, Russell Grant.....		Sept. 6, 1923
Hughes, Edward Evans.....		Sept. 20, 1917
Hughes, Wayne Edward.....		Feb. 4, 1920
Hunt, Charles Vincent.....		Feb. 2, 1925
Hunt, Lester Winfield.....		Sept. 9, 1925
Hunter, John C.....		Feb. 26, 1919
Husted, Ellwood Carl.....		Sept. 21, 1921
Hutton, Jeremiah .....		Sept. 5, 1923
Hutton, Raymond John.....		Sept. 3, 1919
Hutton, William .....		Sept. 3, 1919
Hyneman, Wilbert T.....		Feb. 8, 1922
ICKES, FRANKLIN DONALD.....		Feb. 4, 1919
Ickes, James Harvey.....		Sept. 6, 1923
Illi, Thomas Raymond.....		Feb. 6, 1918
Ingham, Paul W.....		Nov. 18, 1920
Ingram, Donald Fulton.....		Nov. 22, 1917
Ingram, Elmer W.....		Nov. 30, 1920
Ingram, Joseph Albert.....		Oct. 25, 1916
Irwin, James Bradford.....		Sept. 18, 1925
Irwin, William James.....		Sept. 19, 1923
Iskierski, Peter.....		Feb. 7, 1923
Ispokavice, Anthony .....		Nov. 15, 1922
Ispokavice, Walter .....		Sept. 6, 1922
Issel, Peter Ignatz.....		Feb. 3, 1921
JABLONSKI, CHESLAW .....		Sept. 12, 1924
Jackson, Kenneth Raymond.....		Feb. 7, 1923
Jackson, William E. Doron.....		Sept. 11, 1925
Jacobson, Robert G.....		Sept. 8, 1920
Jaffe, Barcus .....		Sept. 5, 1917
James, Louis Levin.....		Nov. 14, 1916
Janos, Aluis .....		Feb. 6, 1917



<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Jeavons, Jack .....		Feb. 6, 1924
Jefferson, Ira, Jr.....		Sept. 5, 1918
Jenkins, John Robert.....		Feb. 3, 1921
Jenkins, Ralph Edward.....		Feb. 7, 1922
Johnson, Alfred R.....		Sept. 6, 1922
Johnson, Charles Eynon.....		Sept. 6, 1922
Johnson, Charles J.....		Feb. 6, 1918
Johnson, Edwin W.....		Sept. 4, 1919
Johnson, James A.....		Feb. 6, 1923
Johnson, Karl Verner.....		Feb. 26, 1919
Jones, Arthur Roberts.....		Oct. 25, 1916
Jones, Edward .....		Sept. 5, 1918
Jones, Edward D.....		Feb. 7, 1917
Jones, Felix Joseph.....		Nov. 17, 1919
Jones, Frederick .....		Sept. 6, 1917
Jones, Hallis Edward.....		Sept. 8, 1921
Jones, Harry B.....		Feb. 7, 1917
Jones, Howard .....		Sept. 4, 1918
Jones, John William.....		Sept. 19, 1923
Jones, Lawrence Edward.....		Sept. 6, 1923
Jones, Maldwyn .....		Sept. 6, 1922
Jones, Oscar Warren.....		Sept. 8, 1921
Jones, Robert .....		Feb. 4, 1925
Jones, Roy Harland.....		Sept. 11, 1925
Jones, Thomas Henry.....		Sept. 8, 1921
Jones, Walter E.....		Feb. 4, 1925
Jones, William Gladstone.....		Sept. 11, 1924
KAGEL, SAMUEL .....		Feb. 3, 1921
Kane, Arthur Thomas.....		Sept. 11, 1925
Katen, George Kenneth.....		Feb. 7, 1917
Kauffman, Herbert Vernon.....		Sept. 12, 1924
Kauffman, Robert Edgar.....		Sept. 12, 1924
Kaufman, Franklin Francis.....		Sept. 6, 1922
Kavalkovitch, Albert A.....		Nov. 18, 1925
Kavalkovich, Joseph .....		Feb. 6, 1923
Keckler, John Rollin.....		Sept. 21, 1921
Keckler, William Henry.....		Sept. 4, 1918
Kegerreis, John Blair.....		Sept. 5, 1923
Keller, John Walter.....		June 28, 1924
Kelly, Edward Stephen.....		Nov. 18, 1920
Kelly, Henry Lawrence.....		Feb. 7, 1923
Kelly, Walter James.....		Feb. 2, 1921
Kemp, Edward .....		Sept. 4, 1918
Kemp, Robert Eugene.....		Sept. 5, 1918
Kennedy, Charles .....		Feb. 6, 1923
Kennedy, Harrison Coe.....		Sept. 22, 1920
Kennedy, James William.....		Feb. 6, 1923
Kennedy, Paul Edward.....		Sept. 6, 1917
Kenney, Thomas Clisdell.....		Sept. 20, 1917
Keown, John .....		Feb. 4, 1920
Kern, Harold Thomas.....		Nov. 27, 1923
Kern, Irving Franklin.....		Nov. 22, 1921
Kerney, Harold .....		Sept. 6, 1923
Kerney, Melville William.....		Sept. 5, 1918

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Kerlin, John Henry.....		Sept. 10, 1925
Kershaw, Thomas .....		Feb. 10, 1925
Kerstetter, Robert Clayton.....		Nov. 15, 1922
Kerstetter, William Edward.....		Sept. 6, 1922
Kessler, Frederick Woodson.....		Oct. 16, 1922
Keys, Charles .....		Feb. 8, 1922
Keys, James .....		Sept. 4, 1918
Keys, Stephen .....		Sept. 4, 1918
Kieme, William Henry.....		Feb. 8, 1922
Killich, George Alfred.....		Feb. 7, 1922
Kingsmore, John Ernest.....		Feb. 2, 1921
Kingsmore, Joseph Lawrence.....		Feb. 7, 1923
Kingston, Thomas Charles.....		Sept. 10, 1924
Kinzey, Norman Francis.....		Feb. 26, 1918
Kirk, Albert Newton.....		Feb. 26, 1919
Kirk, Howard Edwin.....		Nov. 18, 1925
Kirsh, Raymond Charles.....		Feb. 4, 1919
Kirsh, Victor .....		Feb. 26, 1919
Kisselbach, Frank Getz.....		Feb. 26, 1919
Kisselbach, Jacob B.....		Feb. 26, 1919
Kistler, Charles Edward.....		Feb. 2, 1925
Kistler, Jonathan H.....		Nov. 19, 1918
Klein, Frederick .....		Sept. 20, 1917
Kline, Philip Sterner.....		Sept. 11, 1925
Klippert, Henry Laessle.....		Feb. 6, 1918
Klose, William .....		Feb. 3, 1921
Klotz, Louis Charles.....		Sept. 3, 1919
Klotz, Robert J.....		Sept. 7, 1920
Klumpp, Carl Milton.....		Feb. 5, 1918
Knapp, George Warren.....		Sept. 7, 1921
Knapp, John Walter.....		Sept. 4, 1919
Knapp, Joseph Edward.....		Feb. 5, 1924
Knecht, Harry .....		Feb. 3, 1921
Knock, John William.....		Sept. 6, 1922
Knowles, William Harvey.....		Sept. 8, 1921
Kolar, Joseph .....		Feb. 23, 1921
Konarski, John .....		Feb. 6, 1917
Kramer, Frederick Jacob.....		Feb. 6, 1917
Krause, Louis.....		Oct. 24, 1916
Krohmer, Francis Joseph.....		Feb. 6, 1917
Krupp, Albert Rebert.....		Feb. 6, 1924
Kugler, Robert Allen.....		Feb. 2, 1921
Kurtz, David Leroy.....		Feb. 26, 1919
Kurzenberger, Edward Carl.....		Sept. 5, 1917
Kurzenberger, Paul Ernest.....		Sept. 5, 1917
J.AFRANCE, CLARENCE B.....		Nov. 17, 1919
Laird, David Hudson.....		Sept. 4, 1918
Laird, Walter T.....		Feb. 7, 1922
Lalli, Cosimo .....		Sept. 6, 1921
Lambinus, Carl Gottlieb.....		Feb. 26, 1918
Lampert, Kenneth E.....		Feb. 4, 1920
Lance, Elaine William.....		Feb. 5, 1919
Lanciano, Frederick .....		Nov. 17, 1919

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Land, Emmeth Matthew.....		Sept. 5, 1923
Land, Harold .....		Feb. 8, 1922
Land, Ralph William.....		Sept. 12, 1924
Landers, Willard .....		Feb. 7, 1923
Lane, Frederick Jackson.....		Feb. 2, 1921
Lance, Joseph Louis.....		Sept. 5, 1918
Latella, Dominic .....		Oct. 17, 1921
Latella, Peter .....		Nov. 22, 1921
Lauer, Milton .....		Sept. 4, 1918
Laurito, Joseph .....		Feb. 5, 1924
Layman, William L.....		Nov. 19, 1918
Leaman, Carl .....		Nov. 22, 1917
Lear, William Kraft.....		Nov. 18, 1925
Lebowitz, Samuel Gerson.....		Sept. 11, 1924
Leh, Robert Eugene.....		Sept. 6, 1923
Leigh, Charles Rowland.....		Sept. 18, 1925
Leitz, Edward F.....		Sept. 8, 1920
Lemke, Leighton Ira.....		Sept. 7, 1921
Lemmon, Edward B.....		Sept. 4, 1918
Lennox, Joseph Hershey.....		Feb. 6, 1918
LeVan, Jack Andrew Decker.....		Sept. 10, 1924
LeVan, Paul Elmer Decker.....		Sept. 10, 1924
Levy, Thomas Francis Naulty.....		Nov. 19, 1918
Levy, Louis .....		Feb. 6, 1918
Levy, Michael .....		Nov. 19, 1918
Lewis, George Milson.....		Feb. 2, 1921
Lewis, George Woodman.....		Feb. 8, 1922
Lewis, James S.....		Sept. 7, 1920
Lewis, John C.....		Feb. 3, 1925
Lewis, Roy .....		Sept. 9, 1925
Liebig, Charles Anthony.....		Nov. 18, 1920
Liebig, Earl Russell.....		Nov. 15, 1922
Lisi, Alfredo .....		Sept. 4, 1918
Litka, Albert Leroy.....		Sept. 9, 1924
Lloyd, Harry Aylesworth.....		Feb. 6, 1918
Lloyd, Robert B.....		Sept. 8, 1920
Luckhart, John Philip.....		Feb. 18, 1925
Loewe, Herman E.....		Sept. 9, 1925
London, Floyd Vergil.....		Oct. 26, 1916
Longo, Frederick .....		Sept. 3, 1919
Longo, James .....		Feb. 6, 1917
Lord, Albert Ellsworth.....		Jan. 13, 1919
Lotwick, George W.....		Feb. 26, 1918
Lotwick, Thomas Holman.....		Oct. 25, 1916
Love, Walter J. C.....		Nov. 18, 1920
Lovejoy, William A.....		Feb. 3, 1925
Lovett, Frederick P.....		Sept. 22, 1920
Lowe, Francis Joseph.....		Nov. 22, 1917
Lowe, George Theodore.....		Sept. 22, 1920
Lowe, Max Albert.....		Oct. 24, 1916
Lowery, James .....		Sept. 11, 1925
Lucas, Clyde A.....		Feb. 3, 1921
Lucas, Michael .....		Feb. 24, 1920
Lugan, Harry Christ.....		Sept. 4, 1919
Lugar, Robert Roland.....		Nov. 15, 1922

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Lyford, Walter William.....		Feb. 8, 1922
Lynch, Thomas .....		Sept. 6, 1917
McANALLY, JAMES RALPH.....		Sept. 5, 1923
McBride, Charles Astley.....		Feb. 21, 1923
McCaferty, Robert H.....		Oct. 1, 1924
McCaig, Robert William.....		Sept. 6, 1923
McCarrin, John .....		Sept. 4, 1919
McCartney, Reed Lee.....		Sept. 8, 1921
McCausland, William H.....		Sept. 23, 1919
McClelland, Arthur Edwin.....		Feb. 26, 1918
McClelland, Edgar Hugh.....		Sept. 4, 1918
McClelland, Walter Rowen.....		Sept. 21, 1921
McClure, Raymond .....		Feb. 5, 1918
McCormick, James Sargent.....		Sept. 21, 1921
McCracken, Raymond.....		Feb. 21, 1924
McCracken, Robert Douglass.....		Sept. 21, 1921
McCue, Thomas .....		Feb. 6, 1917
McCulloch, Malcolm .....		Sept. 4, 1919
McCullough, John .....		Feb. 5, 1924
McCullough, Joseph .....		Sept. 18, 1925
McCutcheon, Robert Gray.....		Sept. 6, 1922
McFadden, George .....		Sept. 7, 1921
McFeeters, William Henry.....		Sept. 5, 1918
McGarvey, James P.....		Sept. 3, 1919
McGinley, Joseph J.....		Feb. 21, 1923
McGonigal, Howard Ross.....		Sept. 5, 1923
McHose, Robert Edwin.....		Nov. 18, 1920
McIlwain, Edward .....		Feb. 26, 1919
McKelvey, Norman .....		Sept. 9, 1924
McKeon, Harry .....		Sept. 7, 1922
McKeown, Arthur H.....		Feb. 3, 1925
McKinley, John Robert.....		Sept. 6, 1922
McKinney, Charles A.....		Nov. 30, 1920
McLaughlin, Edward James.....		Sept. 6, 1922
McLaughlin, Joseph.....		Oct. 13, 1921
McLaughlin, Terence H.....		Feb. 3, 1925
McLaughlin, William .....		Sept. 5, 1923
McMenamin, Leon .....		Nov. 18, 1920
McMullen, Edward .....		Sept. 7, 1920
McMullen, John Armstrong.....		Sept. 7, 1920
McMullin, Thomas .....		Feb. 5, 1924
McMullin, William John.....		Sept. 10, 1925
McQuown, Blair Allen.....		Sept. 10, 1925
Mabrey, Harry .....		Feb. 6, 1917
Mabrey, Martin .....		Sept. 4, 1919
Mabry, Oscar Daniel Lee.....		Sept. 3, 1919
MacCauley, William John.....		Nov. 27, 1923
Machemer, Claude James.....		Sept. 9, 1924
Macowsky, Frank Theodore.....		Nov. 22, 1917
Madenfort, James Arthur.....		Sept. 11, 1925
Maes, Oscar John.....		Feb. 5, 1919
Magargal, Elmer Burns.....		Sept. 5, 1917
Maisch, John Frederick.....		Sept. 20, 1917
Makowski, Edward .....		Sept. 5, 1923

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Makowski, Francis .....		Feb. 18, 1925
Malia, Martin .....		Feb. 3, 1921
Malony, Russell Sylvester .....		Nov. 19, 1918
Malsbury, H. Russell .....		Feb. 3, 1916
Manley, Harold Everett .....		Sept. 9, 1925
Mannal, Gilbert H. V. M. ....		Sept. 4, 1918
Manning, George Lawrence .....		Feb. 4, 1919
Marchina, George Michael .....		Sept. 5, 1923
Marinelli, Carlo Antonio .....		Sept. 8, 1921
Markel, Carl Ernest .....		Feb. 3, 1921
Markley, Gordon Herbert .....		Feb. 8, 1922
Maron, David .....		Sept. 4, 1919
Maron, Hyman .....		Sept. 6, 1917
Marshall, Russell Timmons .....		Sept. 18, 1925
Martin, Edward .....		Feb. 6, 1924
Martin, Ernest J. ....		Jan. 12, 1923
Maser, Joseph Victor .....		Feb. 3, 1921
Mason, John .....		Sept. 4, 1919
Mason, Walter Lloyd .....		Sept. 4, 1919
Massa, George .....		Sept. 11, 1925
Massa, Michael .....		Sept. 11, 1925
Mather, Edward Herbert .....		Feb. 5, 1918
Mattern, William Frederick .....		Feb. 7, 1922
Matthews, John .....		Sept. 6, 1922
Matthews, Samuel Alexander .....		Feb. 4, 1919
Maurer, Robert Lawrence .....		Nov. 19, 1918
Maurer, Walter Harvey .....		Sept. 21, 1921
Maybin, Lawrence Barrett .....		Sept. 7, 1922
Mayer, P. Monroe V. ....		Feb. 26, 1918
Mazzocchi, Charobianno .....		Feb. 3, 1921
Mazzocchi, Dominick .....		Nov. 15, 1922
Meakin, Eric Edwin .....		Feb. 7, 1922
Meekins, James Holt .....		Sept. 3, 1919
Megary, William Harris .....		Nov. 14, 1916
Meikeljohn, Albert William .....		Sept. 7, 1920
Meiskey, Charles Woodrow .....		Sept. 8, 1920
Melk, Eugene Frederick .....		Sept. 6, 1923
Melnick, Melvin .....		Sept. 11, 1925
Melson, Harvey Edward .....		Jan. 12, 1925
Mendenhall, Jess .....		Nov. 17, 1919
Mennig, Wendell Genther .....		Sept. 20, 1917
Merkle, Richard Daniel .....		Nov. 15, 1922
Merrell, Norman Eugene .....		Feb. 7, 1922
Merrick, Walton Brinton .....		Sept. 9, 1924
Meyer, Albert .....		Sept. 6, 1922
Michaels, William Talmage .....		Feb. 3, 1921
Mickaluskie, Vincent .....		Feb. 7, 1917
Miesen, Frank .....		Feb. 4, 1919
Mignogna, Lidio .....		Sept. 19, 1923
Miller, Carl A. ....		Sept. 7, 1922
Miller, Donald K. ....		Sept. 21, 1921
Miller, Edward Clyde .....		Sept. 20, 1917
Miller, Eugene Riland .....		Feb. 7, 1922
Miller, Frederick Andrew .....		Nov. 17, 1919
Miller, Frederick Frank .....		Feb. 3, 1922

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Miller, Henry Wonderly.....		Sept. 12, 1924
Miller, Howard Brierly.....		Sept. 5, 1918
Miller, Jacob John.....		Sept. 5, 1918
Miller, John Alexander.....		Sept. 9, 1924
Miller, Paul Shertzer.....		Sept. 8, 1921
Miller, Robert Edward.....		Feb. 5, 1919
Milligan, George Frederick.....		Feb. 3, 1925
Mills, Howard Samuel.....		Sept. 6, 1922
Mills, John William.....		Feb. 3, 1921
Mills, Robert Ande.....		Sept. 11, 1924
Milner, Leo .....		Feb. 7, 1922
Minecci, Giuseppe .....		Nov. 17, 1919
Mingioni, Joseph.....		Sept. 11, 1925
Minieri, Francesco .....		Feb. 26, 1919
Mininger, Darwin E.....		Feb. 4, 1925
Minter, Lloyd Craig.....		Feb. 8, 1922
Mirakian, Bedros .....		Oct. 13, 1922
Mitchell, Charles Clayton.....		Feb. 5, 1924
Mocharniuk, Nicholas .....		Sept. 9, 1925
Moffett, Robert Junior.....		Nov. 22, 1917
Montgomery, James .....		Sept. 5, 1917
Montgomery, William Earl.....		Feb. 2, 1925
Mood, George Henry.....		Feb. 5, 1918
Mood, James Freeland.....		Sept. 4, 1918
Moon, William Sidney.....		Sept. 9, 1924
Mooney, John .....		Sept. 10, 1925
Moore, Albert .....		Sept. 8, 1921
Moore, Alfred L. ....		Sept. 23, 1919
Moore, Edwin Stevenson.....		Sept. 4, 1918
Moore, Howard Withington.....		Sept. 11, 1925
Moore, Paul .....		Feb. 5, 1924
Moore, Raymond Robert.....		Sept. 22, 1920
Moore, Tener Stuart.....		Sept. 5, 1918
Moore, William Robert.....		Sept. 10, 1924
Moran, Charles Francis.....		Sept. 4, 1918
Morgan Calvin Richard.....		Oct. 1, 1924
Morgan, Donald .....		Sept. 4, 1919
Morris, James A.....		Feb. 3, 1920
Morris, John E.....		Feb. 3, 1920
Morris, Melvin Franklin.....		Sept. 21, 1921
Morris, Roger Dimorier Cole.....		Sept. 9, 1924
Morris, William M.....		Sept. 4, 1919
Morrison, Robert L.....		Sept. 6, 1923
Morrison, Walter Lewis.....		July 11, 1919
Morrix, David Hudson.....		Nov. 27, 1923
Morrow, Charles A.....		Sept. 8, 1923
Moncarello, Salvatore Alfred.....		Feb. 7, 1922
Moscariello, Alfred .....		Sept. 5, 1923
Muscatelli, Edward Amedo.....		Sept. 11, 1925
Mosier, Charles Elbert.....		Sept. 8, 1921
Mosier, William Place.....		Feb. 6, 1924
Moss, George Washington.....		Feb. 5, 1919
Moss, Herbert .....		Feb. 10, 1925
Moss, Herman Bernard.....		Feb. 7, 1923
Muccelli, Robert William.....		Sept. 7, 1921

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Munch, Allen Howard.....		July 1, 1919
Mundy, Charles .....		Feb. 2, 1925
Murdock, David John.....		Sept. 11, 1924
Murphy, Orval H.....		Feb. 3, 1925
Murray, James Joseph.....		Sept. 5, 1917
Murray, Winfield Downey.....		Feb. 6, 1924
Myers, Clyde Jacob.....		Sept. 21, 1921
Myers, Fred H.....		Sept. 5, 1918
Myers, Harry Mcleary.....		Feb. 2, 1925
NACE, HARRISON .....		Sept. 10, 1925
Nackman, Arthur A.....		Sept. 4, 1919
Nagel, Herbert .....		Mar. 11, 1924
Nagel, Emil .....		Feb. 5, 1918
Napoliello, Olimpio .....		Sept. 6, 1922
Nappert, John Alvin.....		Feb. 4, 1919
Nearhoof, Kyle Blair.....		Feb. 3, 1925
Neely, Elwood William.....		Sept. 19, 1923
Neely, John .....		Feb. 7, 1923
Neibert, Alois Anton.....		Sept. 5, 1918
Neibert, Francis Alois.....		Feb. 2, 1925
Neibert, Joseph .....		Feb. 4, 1920
Nixdorf, George Earl.....		Feb. 7, 1917
Noble, Frederick Richard.....		Sept. 6, 1922
Noble, John Burcher.....		Jan. 23, 1922
Norris, Michael Joseph.....		Feb. 4, 1920
Norris, William .....		Feb. 5, 1919
Notz, Frederick Frank.....		Nov. 19, 1918
Notz, Woodrow W.....		Sept. 23, 1919
Novotny, Andrew .....		Feb. 6, 1918
Null, Frederick Louis.....		Feb. 8, 1922
Nulton, Fred. George.....		Nov. 18, 1920
OATES, JOHN .....		Feb. 6, 1924
O'Boyle, Robert Henry.....		Sept. 5, 1918
O'Donnell, John .....		Feb. 6, 1917
Oesterlin, Elmer August Oskar.....		Feb. 19, 1925
O'Gorman, Andrew John.....		Sept. 18, 1925
Olmsted, Louis C.....		Jan. 2, 1920
Orwig, Edgar Merritt.....		Sept. 8, 1921
Ostrom, Carl Eric.....		Sept. 7, 1920
Ostrom, Gustav Adolf.....		Feb. 7, 1923
Ostrom, Kurre W.....		Sept. 7, 1920
Oswald, John Elwood.....		Sept. 18, 1925
Otto, Harry William.....		Sept. 5, 1918
Ottone, Paul .....		Sept. 8, 1921
PADGET, ANDREW WILLIAM.....		Jan. 22, 1923
Painter, Luther .....		Sept. 3, 1919
Paladino, Vincent .....		Feb. 5, 1918
Palladino, Emilio .....		Sept. 12, 1924
Parker, Horace .....		Feb. 4, 1925
Parker, James Sefton.....		Feb. 7, 1923
Partridge, George .....		Sept. 8, 1920

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Partridge, Herman .....		Feb. 5, 1924
Pastore, Alphonso .....		Feb. 6, 1918
Pastore, Silvio .....		Feb. 2, 1925
Paton, Henry Wells Sibley.....		Sept. 12, 1924
Patterson, James Lehman.....		Feb. 2, 1916
Patton, Albert J.....		Feb. 5, 1919
Patton, John .....		Feb. 2, 1925
Patton, Norwood Samuel.....		Sept. 12, 1924
Peake, Franklin Powell.....		Sept. 9, 1924
Peake, Robert D.....		Sept. 8, 1920
Pealer, Charles W. W.....		Sept. 4, 1918
Pedicone, John .....		Sept. 7, 1922
Peirce, Louis Grob.....		Sept. 10, 1925
Peirson, George Edward.....		Feb. 6, 1924
Penksa, Joseph .....		Sept. 10, 1925
Peppler, Alvin Theodore.....		Feb. 4, 1919
Peters, Edward Julius.....		Sept. 11, 1925
Peters, George Washington.....		Sept. 11, 1924
Peterson, Henry Walter.....		July 11, 1919
Pfau, Gordon William.....		Sept. 11, 1925
Pfau, Nelson .....		Sept. 11, 1925
Pfizenmayer, Paul .....		Oct. 12, 1921
Pfizenmayer, Walter .....		Feb. 7, 1922
Phillips, Chester Wilson.....		Sept. 21, 1921
Phillips, Edward .....		Nov. 18, 1920
Pickering, Norman .....		Sept. 11, 1924
Pierce, Raymond P.....		Nov. 15, 1922
Pigott, Charles H.....		Sept. 7, 1920
Pinebird, George .....		Feb. 24, 1920
Pipp, Harold Plummer.....		Sept. 6, 1922
Pitts, Charles W.....		Feb. 4, 1925
Pitts, Edward Aiken.....		Sept. 6, 1922
Place, Samuel Ashton.....		Feb. 2, 1925
Polin, Simone Leonard.....		Feb. 6, 1923
Polk, Charles A.....		Feb. 5, 1919
Polk, George William.....		Feb. 5, 1919
Pollock, Lawrence .....		Feb. 3, 1921
Pollock, William James.....		Sept. 11, 1924
Poole, Charles Wayne.....		Feb. 5, 1924
Poppei, Maurice William.....		Nov. 22, 1921
Porreca, Anthony .....		Feb. 2, 1925
Potts, William T.....		Feb. 4, 1925
Powers, Homer Charles.....		Sept. 19, 1923
Powers, James Sidney.....		Feb. 2, 1921
Powers, Ralph Franklin.....		Feb. 2, 1921
Prentzel, David Armstrong.....		Sept. 10, 1924
Price, Earl Evan.....		Sept. 11, 1925
Price, John Warren.....		Feb. 21, 1924
Price, Mahlon Jay.....		Feb. 6, 1924
Price, Ralph Leon.....		Sept. 11, 1925
Prinz, George Frederick E.....		Sept. 10, 1924
Prubert, Charles William.....		Sept. 23, 1919
Prosser, William Henry.....		Sept. 3, 1910
Pryjomaki, Edward .....		Feb. 7, 1923



<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
QUINN, LEONARD EDWARD.....		Nov. 15, 1922
Quirk, Francis Joseph.....		Feb. 26, 1918
Quirk, George James.....		Nov. 14, 1916
RAMSAY, EDWIN WALLACE.....		Sept. 4, 1918
Ramsay, William Edward.....		Sept. 4, 1918
Rapp, Edward George.....		Feb. 5, 1924
Rauh, George Christian.....		Sept. 20, 1917
Rauh, John L.....		Sept. 7, 1920
Raupp, Norman Russell.....		Feb. 8, 1922
Raymond, John Hughes.....		Sept. 20, 1917
Read, William Earl.....		Feb. 6, 1918
Reckard, Allen George.....		Sept. 5, 1918
Rees, Albert J.....		Feb. 3, 1920
Rees, Robert.....		Nov. 17, 1919
Reese, Harold.....		Nov. 17, 1919
Reese, John Frederick.....		Sept. 6, 1922
Rehrig, Lester Byron.....		Nov. 22, 1917
Reidenbach, Henry August.....		Sept. 5, 1917
Reidy, John Thomas.....		Nov. 22, 1921
Reifsnyder, Robert Benner.....		Sept. 6, 1923
Reilly, Harold Floyd.....		Feb. 7, 1922
Reilly, John Calvin.....		Sept. 4, 1918
Reilly, John Thomas.....		Sept. 5, 1918
Reinecker, Cornelius Dale.....		Feb. 4, 1920
Reinecker, Walter M.....		Feb. 4, 1920
Reinheimer, Edward Clair.....		April 23, 1923
Rex, Merrill R.....		Sept. 7, 1920
Rhiel, Lyman Joseph.....		Feb. 3, 1921
Ricardo, George Bonnin.....		Sept. 5, 1918
Rice, Clair L.....		Feb. 6, 1918
Richards, Frank Meer.....		Nov. 27, 1923
Richards, Irving.....		Sept. 10, 1925
Rickenbach, Bertolet.....		Feb. 7, 1922
Rickenbach, Franklin.....		Sept. 11, 1924
Rickenbach, Jesse.....		Sept. 11, 1924
Riday, Clarence W.....		Feb. 4, 1925
Rigg, George Hamilton.....		Nov. 18, 1920
Riley, Russell Davidson.....		Feb. 7, 1917
Rinehart, David Amer.....		Nov. 22, 1921
Rinehart, Thomas McCrea.....		Sept. 9, 1925
Roan, Elmer Ellsworth.....		Sept. 7, 1921
Robacker, Edwin Daniel.....		Sept. 9, 1925
Robbins, George William.....		Nov. 18, 1920
Roberts, Howard Sperry.....		Sept. 5, 1918
Robertson, Malcolm Henry.....		Sept. 7, 1920
Robinson, Edward Joseph.....		Sept. 5, 1918
Robinson, Harry Eugene.....		Feb. 26, 1918
Robinson, Howard Raymond.....		Feb. 7, 1917
Robison, Charles Ruel.....		Feb. 6, 1923
Rodgers, Albert, Jr.....		Mar. 18, 1925
Rodgers, Hugh MacLaren.....		Feb. 1, 1924
Rogalski, Charles.....		Feb. 2, 1925
Rogan, Robert.....		Sept. 5, 1923
Rohrer, John Elwood.....		Nov. 22, 1917

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Rohrer, Richard R.....		Nov. 17, 1919
Romig, Henry Lloyd.....		Sept. 9, 1924
Rose, James Valentine.....		Jan. 30, 1915
Ross, Francis Henry.....		Sept. 6, 1922
Ross, John Bernal.....		Sept. 22, 1920
Ross, Richard Woods.....		Feb. 26, 1918
Ross, Robert W.....		Feb. 3, 1925
Ross, William Huber.....		Nov. 15, 1915
Rostron, George Sanderson.....		Sept. 4, 1918
Rothenbach, George.....		Nov. 18, 1925
Rothenbach, Henry.....		Nov. 18, 1925
Rothrum, Robert Clarence.....		Sept. 10, 1925
Rowan, Louis.....		Feb. 2, 1921
Rubin, Ralph.....		Sept. 4, 1918
Rucinski, Alphonso.....		Sept. 9, 1925
Ruffaner, Cloyd Edgar.....		Sept. 5, 1923
Rush, James M.....		Feb. 19, 1920
Rush, Nathan Thomas.....		Feb. 8, 1922
SACK, GEORGE HENRY.....		Sept. 4, 1918
Saddington, Robert Ridpath.....		Oct. 24, 1916
Saldan, Alexander.....		Nov. 15, 1912
Salter, John George.....		Oct. 25, 1916
Salvato, Licandro.....		Oct. 10, 1925
Salvato, Mario.....		Feb. 6, 1923
Sanders, Alexander Thomas.....		Sept. 9, 1925
Santroni, Angelo.....		Sept. 12, 1924
Santroni, Joseph.....		Sept. 12, 1924
Saul, Eugene R.....		Feb. 4, 1920
Saxton, Edward Alfred.....		Feb. 6, 1924
Sbaraglia, Joseph.....		Sept. 7, 1921
Scalbritto, Salvatore.....		Sept. 7, 1921
Schaefer, Robert.....		Sept. 11, 1924
Schaffer, Alfred Watson.....		Feb. 4, 1919
Schaffer, Arthur Frederick.....		Sept. 4, 1919
Schaffer, John J.....		Sept. 7, 1922
Schaffhauser, John Rudolph.....		Feb. 7, 1922
Schall, Chester David.....		Feb. 4, 1919
Schanz, Francis L.....		Sept. 10, 1924
Schatzle, Frank.....		Nov. 18, 1920
Schatzle, William Lewis.....		Sept. 5, 1923
Scheib, William R.....		Sept. 8, 1920
Scheirer, Robert R.....		Feb. 4, 1920
Schiavo, Anthony.....		Sept. 10, 1925
Schick, Charles Adolph.....		July 11, 1919
Schlessinger, Jacob.....		Sept. 9, 1925
Schliebener, Joseph Edward.....		Sept. 11, 1925
Schmidheiser, Charles John.....		Nov. 18, 1920
Schmidt, Alfred William.....		Sept. 9, 1925
Schmidt, William.....		Feb. 6, 1923
Schneider, Benjamin Joseph.....		Sept. 8, 1921
Schneider, Elmer J.....		Dec. 5, 1922
Schneider, Raymond Paul.....		Sept. 12, 1924
Schoenly, Malcolm William.....		Sept. 21, 1921
Schuck, Charles Frederick.....		Sept. 7, 1920

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Schuck, John Jacob.....		Feb. 4, 1919
Schueble, William B.....		Oct. 24, 1916
Schultz, Henry Lester.....		Sept. 4, 1918
Schutz, Robert M. Coyle.....		Feb. 2, 1925
Schwinn, William A.....		Oct. 1, 1924
Schwoerer, Ambrose John.....		Sept. 8, 1921
Scott, Benjamin .....		Feb. 4, 1919
Scott, Fred. Lee.....		Nov. 19, 1918
Scott, John Eaton.....		Nov. 17, 1922
Scott, Joseph, Jr.....		Sept. 5, 1918
Scott, Wilfred Charles.....		Feb. 8, 1922
Scoville, Kenneth .....		Sept. 23, 1919
Seaborne, Frederick .....		Sept. 6, 1923
Seely, Donald Eugene.....		Sept. 7, 1922
Seese, Irvin William.....		Sept. 7, 1922
Seese, Thayer Boyd.....		Sept. 7, 1920
Seiders, Harry .....		Feb. 2, 1921
Seldon, Winfred J.....		Sept. 23, 1919
Sellers, Stanley .....		Sept. 20, 1917
Server, Floyd W.....		Feb. 4, 1925
Server, William E.....		Feb. 3, 1925
Seuffert, George C.....		Sept. 3, 1919
Shaffer, Francis Randolph.....		Feb. 3, 1920
Shanabrook, Elvin Rhoads.....		Feb. 4, 1919
Shannon, Edson Joseph.....		Sept. 6, 1923
Sharkey, Joseph .....		Sept. 6, 1922
Sharkey, William Leo.....		Sept. 22, 1920
Sharman, Edward R.....		Sept. 8, 1921
Shaub, Forrest Raymond.....		Sept. 11, 1924
Shaw, Robert .....		Sept. 3, 1919
Sheetz, Leonard William.....		Sept. 5, 1917
Sheetz, Paul Edward.....		Feb. 7, 1922
Sheldrake, Henry Wallace.....		Sept. 5, 1918
Sheridan, Robert .....		Sept. 5, 1918
Sherry, Howard W.....		Sept. 4, 1919
Sherwood, Edwin L.....		Sept. 8, 1920
Sherwood, Randolph M.....		Sept. 8, 1920
Shesko, Anthony .....		Sept. 7, 1921
Shimp, William Andrew.....		Feb. 5, 1924
Shiner, John Clarence.....		Nov. 27, 1923
Shivelhood, John James.....		Sept. 11, 1925
Shortlidge, Allen Stone.....		Sept. 6, 1917
Shortlidge, Edwin George.....		Feb. 5, 1919
Shoucair, Albert .....		Feb. 26, 1919
Shoucair, William .....		Sept. 22, 1920
Shovestul, James Paul.....		Feb. 17, 1917
Shuey, Peter Thomas.....		Feb. 5, 1919
Shuey, William Henry.....		Sept. 8, 1920
Shultz, Howard R. W.....		Sept. 6, 1923
Sickels, Robert .....		Feb. 6, 1923
Siddons, Lawrence Edward.....		Sept. 21, 1921
Siegel, Reginald Wayne.....		Feb. 5, 1924
Siegle, Christian Gottfried.....		Feb. 6, 1917
Siegle, George G.....		Sept. 4, 1919
Sillman, Karl Eckerman.....		Feb. 4, 1919

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Simes, Robert J.....		Sept. 4, 1919
Simmons, Peter A.....		Sept. 3, 1919
Simpkins, Harry W.....		Sept. 7, 1922
Simpson, Charles A.....		Sept. 7, 1922
Simpson, John Joseph.....		Sept. 5, 1917
Singles, Frank Palmer.....		Oct. 1, 1924
Sipple, John Alexander.....		Feb. 5, 1919
Slotnikoff, Abraham Solomon.....		Sept. 5, 1923
Smith, Franklin Pitcher.....		Sept. 4, 1918
Smith, Gerald .....		Feb. 4, 1920
Smith, Harry Ephraim.....		Sept. 5, 1923
Smith, Howard Clinton.....		Feb. 6, 1924
Smith, Howard S.....		Sept. 7, 1921
Smith, Joseph John.....		Feb. 4, 1919
Smith, Lawrence A.....		Sept. 7, 1921
Smith, Nathan .....		Sept. 5, 1923
Smith, Robert Totten.....		Sept. 22, 1920
Smithgall, Orwen Deforrest.....		Sept. 10, 1925
Snodgrass, George Thomas.....		Feb. 5, 1924
Snyder, Herbert Frederick.....		Sept. 12, 1924
Soberr, Ludwig .....		Sept. 6, 1923
Solomon, William Edward.....		Sept. 19, 1923
Somers, Charles Alfred.....		Sept. 4, 1918
Somers, Joseph I.....		Sept. 21, 1921
Sommers, Donald Shroeder.....		Sept. 6, 1917
Sooy, Richard Raymond.....		Feb. 7, 1922
Spahr, Edwin George.....		Feb. 3, 1921
Spahr, John Carl.....		Sept. 4, 1918
Spatzer, Robert Earl.....		Sept. 5, 1923
Spaulding, Ernest L.....		Sept. 4, 1919
Spaulding, Lavere .....		Feb. 6, 1918
Specht, John Francis.....		Feb. 5, 1924
Spence, Ernest G.....		Feb. 3, 1925
Spence, James Anthony.....		Sept. 10, 1925
Spence, James K.....		Sept. 6, 1922
Spencer, Leslie Sylvan.....		Feb. 5, 1924
Spiegel, Morris .....		Sept. 9, 1924
Spinelli, Mattia Armando.....		Feb. 21, 1924
Spinelli, Pasquale Angelo.....		Sept. 6, 1923
Splane, Richard Wentz.....		Sept. 21, 1921
Spotta, George Robin.....		Sept. 6, 1923
Spotts, James Frederick.....		Nov. 20, 1917
Springer, Earl Daniel.....		Sept. 20, 1917
Stagg, Walter Howard.....		Feb. 10, 1925
Stanshine, Harry .....		Sept. 5, 1917
Stapleton, Charles Wilber.....		Sept. 9, 1925
Starr, William H.....		Feb. 2, 1925
Staupp, Floyd A.....		Sept. 7, 1922
Steele, Aubrey J.....		Sept. 7, 1922
Steen, John Joseph.....		Sept. 11, 1925
Steiner, George Albert.....		Sept. 22, 1920
Steiner, Joseph Ellwood.....		Feb. 5, 1924
Stella, Giordano .....		Feb. 4, 1920
Stem, Earl Douglas.....		Sept. 6, 1922
Stem, Harry .....		Feb. 2, 1921

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Sterling, Harry Ellsworth.....		Feb. 2, 1921
Sterling, Sarjent DeForrest.....		Sept. 7, 1922
Sterne, John Lynn.....		Sept. 5, 1923
Stewart, John MacKinley.....		Feb. 2, 1916
Stewart, Lloyd .....		Sept. 21, 1921
Stites, Frank Robert.....		Nov. 15, 1922
Stoebr, George W.....		Sept. 23, 1919
Stoebr, Harvey Edward.....		Sept. 21, 1921
Stone, Marvin Lloyd.....		Sept. 10, 1924
Stoner, Benjamin T.....		Sept. 3, 1919
Stoner, Russell Donald.....		Sept. 22, 1920
Stong, Harold Phillips .....		Sept. 18, 1925
Storm, Perry Norton.....		Sept. 6, 1917
Stover, William Thomas.....		Sept. 11, 1925
Stricker, John Harvey Gehring.....		Sept. 21, 1921
Strittmatter, Albert Alfred.....		Sept. 22, 1920
Strittmatter, Frank C.....		Sept. 15, 1922
Strittmatter, James Northwood.....		Sept. 22, 1920
Strittmatter, Kenneth K.....		Sept. 9, 1925
Strittmatter, Raymond .....		Feb. 21, 1924
Strittmatter, William .....		Feb. 3, 1920
Stumm, Frank E.....		Nov. 15, 1922
Stutzman, Robert F.....		Feb. 4, 1919
Swavely, Francis Russell.....		Nov. 15, 1922
Swavely, Randall Paul.....		Sept. 11, 1924
Sweeney, James F.....		Feb. 21, 1924
Swem, Raymond Thomas.....		Feb. 5, 1924
Swirsding, John Daniel.....		Mar. 16, 1920
Swisher, Charles J.....		Sept. 9, 1925
Switt, Isadore .....		Nov. 22, 1917
Swonetz, Bradford Gould.....		Sept. 10, 1925
Swymelar, Ralph Brinton.....		Sept. 11, 1925
TALLON, JAMES ARTHUR.....		Feb. 4, 1919
Tanner, Earl Richard.....		Sept. 8, 1921
Tate, John Clarence.....		Sept. 5, 1923
Taylor, Joseph John.....		Feb. 8, 1922
Tempest, Edward J.....		Sept. 4, 1918
Tempest, Robert Leonard.....		Sept. 18, 1925
Tennant, Kenneth Spencer.....		Nov. 21, 1922
Tennant, Robert Matthew.....		Sept. 21, 1921
Terlingo, Gerard .....		Mar. 14, 1922
Teti, Alfredo Corrado.....		Feb. 7, 1917
Tetlow, Charles Jobes.....		Sept. 3, 1919
Thomas, Francis Neavitt.....		Feb. 5, 1919
Thomas, Herbert Alton.....		Feb. 5, 1919
Thomas, John Daniel.....		Sept. 12, 1924
Thomas, Joseph James.....		Feb. 5, 1919
Thomas, Robert Ralph.....		Feb. 6, 1924
Thompson, Edward .....		Sept. 12, 1924
Thompson, Ralph Howard.....		Oct. 25, 1916
Thompson, Thornton .....		Sept. 12, 1924
Thomson, John C.....		Nov. 18, 1925
Thorne, Percy Byers.....		Sept. 5, 1917

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Thornton, Harold William.....		Feb. 8, 1922
Throne, Edward Glatfelter.....		Nov. 22, 1917
Tinkleman, Bernard .....		Sept. 21, 1921
Todisco, John .....		Sept. 19, 1925
Tomlinson, Robert Ivins.....		Sept. 10, 1925
Tompkins, Rexford Emerson.....		Sept. 10, 1925
Tourer, Henry S.....		Nov. 18, 1920
Townsend, Laysbon Williams.....		Feb. 7, 1917
Traub, William Arthur.....		Feb. 6, 1924
Trefsgar, Nelson Charles.....		Feb. 10, 1925
Trend, John William.....		Feb. 4, 1920
Triol, Thomas Francis.....		Sept. 18, 1925
Trommer, Robert Chambers.....		Sept. 9, 1925
Turner, Edward Arthur.....		Sept. 22, 1920
Turner, John Henry.....		Sept. 22, 1920
Tuttle, William Norris.....		Sept. 7, 1920
Twining, Elmer Ellsworth.....		Sept. 5, 1918
Tyson, Earl .....		Sept. 9, 1924
UNLIORN, HARRY GEORGE.....		Sept. 6, 1923
Underkoffler, Clifford .....		Sept. 6, 1923
VANDEGRIFT, ARTHUR .....		Feb. 4, 1920
Vang, Karl E.....		Feb. 3, 1920
Van Horn, David A.....		Feb. 19, 1920
Van Kirk, Chester.....		Sept. 22, 1920
Vansant, Jean Pierre.....		Sept. 9, 1925
Vare, Charles Kolb.....		Sept. 3, 1919
Varello, Joseph Thomas.....		Feb. 4, 1919
Varner, Leroy Edward.....		Nov. 19, 1918
Veletta, Edward .....		Nov. 22, 1917
Veltman, Carl Thomas.....		Nov. 27, 1925
Vinikoor, Samuel.....		Sept. 14, 1915
Vitale, Philip .....		Feb. 8, 1922
Vizzo, Toney .....		Sept. 5, 1923
Vogel, Harle Louis.....		Sept. 10, 1924
Vogel, Joseph .....		Sept. 6, 1923
WADSWORTH, LAUREN RUTH.....		Sept. 5, 1918
Wagner, Charles Edward.....		Feb. 5, 1924
Wales, Walter .....		Nov. 19, 1918
Walker, Elwood Siehl.....		Nov. 17, 1919
Walker, John Bowman.....		Sept. 8, 1920
Walker, Raymond Patrick.....		Feb. 2, 1921
Walters, Edmund T.....		Sept. 8, 1920
Walton, Howard Todd.....		Sept. 10, 1924
Walton, Stephen Anthony.....		Feb. 7, 1922
Walton, William Edgar.....		Feb. 8, 1922
Wambach, Peter .....		Feb. 4, 1925
Warner, William Frank.....		Nov. 18, 1925
Waters, Samuel W.....		Feb. 4, 1925
Weakley, Glen Martin.....		Feb. 2, 1921
Weaver, Earl J.....		Nov. 30, 1920

<i>Names</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Weaver, John Harry.....		Sept. 6, 1917
Weaverling, William Lester.....		Sept. 5, 1923
Webb, Richard William.....		Feb. 7, 1917
Weber, Edwin Melchoir.....		Sept. 3, 1919
Weber, John Milton.....		Sept. 8, 1921
Wedekemper, Charles.....		Feb. 21, 1923
Wedekemper, William Rodman.....		Feb. 7, 1923
Weidman, Harry Townley.....		Feb. 3, 1920
Weinberg, Arthur.....		Nov. 17, 1919
Weindel, Frank Michael.....		Sept. 12, 1924
Weinhardt, Albert W.....		Sept. 8, 1920
Weinstein, Keeve.....		Feb. 2, 1921
Weinstein, Max.....		Feb. 20, 1917
Weinstein, Sayries.....		Feb. 7, 1922
Weiss, Robert.....		Sept. 10, 1925
Weitz, William John.....		Sept. 8, 1921
Wendling, Leonard Wilson.....		Sept. 11, 1924
Wenger, Richard S.....		Sept. 11, 1925
Wert, Harry Richard.....		Feb. 21, 1923
Wert, Richard L.....		Feb. 3, 1925
Wess, Raymond John.....		Nov. 15, 1922
Wess, Walter M.....		Feb. 3, 1925
Westman, Edward William.....		Sept. 10, 1925
Whalen, Matthew.....		Feb. 7, 1922
Wheeler, Christopher Herbert.....		Sept. 10, 1925
White, Roy John.....		Sept. 6, 1923
White, Samuel.....		Sept. 4, 1918
White, William Cropper.....		Sept. 11, 1925
Whiteoak, Warren E.....		Sept. 5, 1923
Whittam, George Columbine.....		Sept. 6, 1923
Whittick, John Robert.....		Sept. 7, 1922
Whittley, William Digman.....		Feb. 6, 1917
Wick, Charles, 3rd.....		Sept. 10, 1925
Wiessler, Gerald Charles.....		Feb. 2, 1921
Wiessler, Lester Braun.....		Feb. 8, 1922
Williams, Daniel Brainard.....		Sept. 7, 1921
Williams, Donald.....		Feb. 6, 1918
Williams, Merlyn.....		Sept. 5, 1923
Williams, Paul Eckert.....		Feb. 26, 1919
Williams, Richard Edwin.....		Nov. 18, 1920
Williams, Richard James.....		Feb. 26, 1919
Williams, Robert Leroy.....		Feb. 8, 1922
Williamson, Harold Roy.....		Feb. 7, 1923
Wilson, Albert Berkly.....		Sept. 11, 1925
Wilson, Charles Felton.....		Feb. 3, 1921
Wilson, Delbert J.....		Feb. 4, 1920
Wilson, Edward Woodrow.....		Sept. 6, 1922
Wilson, William Edward.....		Feb. 5, 1924
Winning, Ward Watson.....		Feb. 8, 1922
Witherow, Allen Edward.....		Nov. 18, 1925
Wolfinger, Augustus.....		Sept. 5, 1918
Wood, James Ritchie.....		Sept. 6, 1923
Woodland, Howard Nelson.....		Sept. 23, 1919
Woods, James Ellsworth.....		Sept. 6, 1922
Woods, Paul Edward.....		Sept. 23, 1919

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Worman, Willard H.....		Feb. 6, 1924
Wright, Douglas .....		Feb. 7, 1922
Wright, Ellsworth John.....		Sept. 9, 1925
Wurst, Edward H.....		Sept. 8, 1920
Wurth, Charles .....		Oct. 24, 1916
Wynkoop, Max Edwin.....		Feb. 7, 1922
YEAGER, RICHARD D.....		Sept. 4, 1918
Yeager, Samuel Henry.....		Sept. 10, 1925
Yemm, George .....		Sept. 8, 1921
Yocum, Clifford Allen.....		Nov. 19, 1918
Yocum, Harold W.....		Sept. 4, 1919
Yost, Albert P.....		Feb. 4, 1925
Yost, Walter Franklin.....		Sept. 10, 1924
Young, Albert Frederick.....		Sept. 6, 1922
Young, George Richard.....		Sept. 6, 1923
Young, Henry Alexander.....		Sept. 6, 1922
Young, Jack Hunter.....		Sept. 11, 1924
Young, John Benjamin.....		Sept. 18, 1922
Young, Joseph, H. C.....		Sept. 7, 1920
Yrigoyen, Charles .....		Sept. 5, 1918
ZIEGLER, SAMUEL .....		Sept. 10, 1925
Zimmerman, Chester Levi.....		Sept. 11, 1924
Zimmerman, Ernest .....		Feb. 4, 1923
Zinn, Carl Frederick.....		Feb. 7, 1923
Zinn, Earl Robert.....		Feb. 7, 1923
Zinn, William R.....		Feb. 3, 1920
Zoerner, Arthur Armin.....		Feb. 25, 1919
Zoerner, Carl .....		Nov. 17, 1922
Zoller, Walter Gustave.....		Sept. 7, 1921
Zondler, Walter Herman.....		Feb. 8, 1922
Zucca, Joseph .....		Feb. 26, 1918
Zurflieh, Willard McLean.....		Feb. 8, 1922